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ABSTRACT

This document contains the four Faculty Association of California Community Colleges (FACCCTS) newsletters published during the 1998-99 academic year. In the September 1998 issue, faculty members talk about what shared governance means and how to improve it on individual campuses. The issue also features Gray Davis' plans for the community colleges if he is elected governor and presents endorsements to support education-friendly candidates for the November 3 election. The December 1998 issue explains how to calculate new retirement benefits in the State Teachers' Retirement System, how the changes affect all faculties, and who faculty should thank for the improvements. Faculty member Carolyn Russell gives a first-person account about the grassroots efforts that successfully convinced state legislators to pass the retirement package. The February 1999 issue features Assemblywomen Gloria Romero and Charlene Zettel and their commitment to helping community colleges receive the funding they need to do their jobs well. It also provides a list of legislators and their primary community college districts. The May 1999 issue features former CCC students who are now legislators and their views on California community colleges: Assemblywoman Sarah Reyes, Assemblyman Lou Correa and Senator James Brulte. The issue also provides highlights of the 1999 FACCC conference, which focused on the discussion of partnerships. Each issue of the Journal also contains various features such as letters to the Editor, Legislative Report, FACCCTS Survey, and Book Review. (JA)

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FACCCTS:

The Journal of the Faculty Association of California Community Colleges

1998-1999

Volume 5

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FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 5 Number 1
September 1998

Featuring essays by:

- **Mona Field of Glendale College,** "Six Steps to Shared Governance," p. 22
- **John McFarland of Sierra College,** "Dr. Jeckyll Becomes Mr. Rogers for Gen Xers," p. 16
- **Tom Scanlan of Grossmont College,** on retiree associations, p. 39
- **Bill Scroggins of Chabot College,** "In Defense of Shared Governance," p. 23
- **Emily Strauss, San Jose-Evergreen CCD,** on increased rent, p. 38
- **Lou Roseman of Diablo Valley College,** "If You Can't Count It, It Doesn't Count," p. 34

JC 000 457

Can It Really Work?

Shared Governance Lives!

Page 20

Election '98

Gray Davis Promises to Bring CCC Up to National Funding Average, p. 13

"Education is more than an expenditure; it's an investment. And it's time Californians elect a governor who recognizes and treats the community colleges, its students and its faculty as an invaluable asset to California."

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We are to regard the mind ... not as a piece of iron to be laid upon the anvil and hammered into any shape, nor as a block of marble in which we are to find the statue by removing the rubbish, nor as a receptacle into which knowledge may be poured, but as a flame that is to be fed, as an active being that must be strengthened to think and feel. — Mark Hopkins (1836)

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Question of the Month

Respond to a thought-provoking question, and read your colleagues' answers.

Faculty Thoughts and Opinions

Read essays by faculty members on part-time faculty issues, flexible calendars, a comparison between California and Connecticut's community colleges, and faculty activism.

Articles

- ***Teaching On The Internet: Beginning The Journey*** (instructors' experiences at Allan Hancock and DeAnza colleges, links to resources)
- ***Thoughts On Community Colleges*** (Conversations with Gloria Romero (D) and Charlene Zettel (R), two Assembly candidates from Los Angeles and San Diego who will likely win their November races.)

For writers' guidelines, see http://www.faccc.org/writers.htm or contact Katherine Martinez at *writefaccc@aol.com* or (916) 447-8555.

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Gray Davis Vows Commitment to CCC Plus, Election Preview Page 13

Gray Davis tells *FACCCTS* his plans for the community colleges if he's elected governor. And we present endorsements for targeted races in which education-friendly candidates need your help to win the Nov. 3 election.

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WHAT'S NEW/WHAT'S NOT

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FACCCTS

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EDITORIAL POLICIES

FACCCTS *is the journal of the Faculty Association of California Community Colleges (FACCC), a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty. FACCC also advocates on behalf of faculty to encourage policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education.* FACCCTS *is published four times during each academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education.* FACCCTS' *primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC, its Board of Governors, general membership or staff.* FACCCTS *publishes letters to the editor, commentaries, and other contributions on a space-available basis.* FACCCTS *reserves the right to condense and/or edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call FACCC at (916) 447-8555, fax (916) 447-0726, e-mail writefaccc@aol.com or write to: Katherine Martinez, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Visit our Web site at http://www.faccc.org for legislative updates and Web-exclusive articles.*

Letters

"Activists" Look After Faculty

As I talk to fellow faculty members about joining FACCC, I frequently get a reply that, in essence, is: *"I was once a member of a union or some organization, and the activists in that organization did some things I didn't like. Therefore I don't want any part of FACCC or other activist organization."*

This made me think of some of the things "activists" have promoted over the years that benefit both my college and me. A partial list: Academic freedom, tenure, sabbatical leaves, grievance policy, office space, improved salary, health and dental benefits, class size limits, the law that requires 50 percent of college funds be spent on instruction, the law that requires [districts to strive toward a goal that] 75 percent of classes be taught by full-time faculty, and a fair division of Proposition 98 funds between K-12 and community colleges.

This leaves me wondering: Do they believe these things would have happened without "activists?" Are they sorry that "activists" did these things? Do they think these benefits will never be reduced? Do they wish activists would go away and stop efforts to keep and expand this list?

John Baley
Cerritos College
FACCC Board of Governors

✍ **FACCCTS welcomes letters via mail** (926 J Street, Suite 211, Sacramento, CA 95814), **fax (916) 447-0726, or e-mail** ***writefaccc@aol.com*****. Please keep letters under 250 words and include your name, address and daytime phone number for verification.** ***FACCCTS*** **reserves the right to edit letters.**

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Election Holds the Key To Faculty's Future

EVELYN "SAM" WEISS

This year we face one of the most important elections in California Community Colleges history. We have the opportunity to elect not only a new governor, but the entire Assembly and half the Senate.

The Nov. 3 election will determine California's direction as we move into the next century. We need to decide if we want a governor and Legislature that will simply continue current practice, or ones who understand the community colleges' vital role in maintaining California's lifestyle and leadership. If we want legislators who are sympathetic to our students' needs, faculty members will need to get to work. Identify who is running for office in your district. Talk to them about community colleges. Volunteer in the campaigns. You've been a valuable asset in past campaigns and we need to repeat that performance, more so now than ever before.

The CCC constituency is a sleeping giant.

Why else is this year so important? Chancellor Tom Nussbaum is conducting a review and rewrite of the Education Code. FACCC is on the task force assisting the chancellor. However, the final decision will be up to the Legislature and the governor.

We also know the California Community Colleges are underfunded. Even though funding for the current year exceeds the Prop 98 guarantee, it does not yet bring us to the national average and is nowhere near enough to return us to the top of the scale where we were for so many years. Remember, it was availability of a world-class education that drew so many people and businesses to California; now it's the decline of our educational system that is frequently cited as a reason why businesses leave.

The community college's responsibilities have dramatically expanded over the years. We have been given expanded roles in welfare reform and economic development to assist businesses and individuals in upgrading job skills, to name just two. We've accepted these challenges and have worked diligently to meet the demands placed on us. But we've done so with scarce resources. The governor and Legislature have the power to give us the necessary resources so we can do the varied tasks they give us even better.

I know you're busy, but this is important. The Nov. 3 election will determine our future and how well we are able to do the work we're committed to. Will we have the resources required to do the kind of job we know we're capable of? Or must we continue to do more on our own without the necessary financial support?

It doesn't have to take much time — just a few hours a week until the election. Talk to your students about the need to vote; just let them know their vote is important. The community college constituency is a sleeping giant. Legislators in Sacramento need to know we care. The saying "all politics is local" is even more true now in this era of term limits.

We are working for you in Sacramento, but *you* need to work for *you* in your local district. Want help getting involved? Just call us. But remember we can't protect your future without your help in electing a supportive governor and legislators.

Sam Weiss teaches nursing at Golden West College and is president of FACCC.

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View From The Front

A Look Back At Challenges, Progress

PATRICK McCALLUM

Last month marked my 17th year as FACCC's executive director. I believe it's time for a bit of reflection.

When I started with FACCC in 1981, I was full of passion for education and eager to help the California Community Colleges become an equal partner in the state's higher education system. I closely identified with faculty because my father was a chemistry instructor at Sierra College and as a student there, I found the programs and instructors, like John McFarland, to be among the best I ever had.

I wanted to work for FACCC for a simple reason: it was a statewide faculty advocacy organization that bridged the entire range of community college issues from funding to instruction and access. And, of course, Sacramento was the perfect place for a young, idealistic faculty advocate eager to test his skills. Proposition 13 in 1977 had shifted funding and power away from local trustees to state legislators. Overnight, "local control" had morphed into "state control." Instead of the minor leagues of district board rooms, the Capitol was the new playing field and legislators were anxious to scrutinize and reform a system they barely understood.

By the time I arrived, FACCC had already accomplished a lot. Founded in 1953 by faculty who were fed up with their marginal role in shaping academic and professional policy, FACCC had led the struggle to break away from K-12, develop a CCC section in the Education Code, and establish a statewide system of academic senates. To give faculty greater leverage in local governance, it had lobbied successfully for the 50 percent law (50 percent of revenues must be spend on instruction) and for the principle of collective bargaining, the latter in spite of heavy opposition by management and even some faculty who felt unions would weaken the academic senates. By 1981, however, thanks to FACCC, faculty had found its own collective voice and was determined to define its own destiny.

Although FACCC had an impressive list of legislative wins and was widely recognized as a major league player, it was a relatively small organization. When I took the helm, it had only 1,500 members, a Sacramento office with a staff of three, and just a couple of hundred faculty on payroll deduction for membership dues. However, once faculty members realized the political game had shifted to the Capitol, and understood FACCC's abilities, they turned to FACCC for leadership in great numbers.

My nearly two decades with FACCC have covered one of the most tumultuous periods in CCC history. For clarity more than logic, I arbitrarily divide these years into four periods: (1) CCC Under Siege (2) The Era of Reform (3) The Economic Squeeze and (4) Recovery.

CCC Under Siege, 1980-85

Prop 13 not only dramatically changed the way local governments and community colleges received funding, it put them squarely in the gaze of CCC critics and a skeptical Legislature. The community college portrait was unflattering: a spoiled, out-of-control stepchild of University of California and California State University in dire need of discipline. Tuition-free, open access provided a free lunch for anyone, regardless of need or merit; many courses had degenerated to pop offerings like macramé and jogging; colleges had amassed obscene surpluses by pandering to average daily attendance (ADA); transfers to UC and CSU — one of the colleges' major purposes — were an embarrassing trickle; and faculty had little or no say regarding academic quality. Unfortunately, these flaws obscured the valuable services that the community colleges provided for Californians.

The stage was set for budget cuts, reforms and revolution. California politicians became increasingly conservative as older, white, well-to-do people dominated the vote, despite a demographic shift that was already under way. Further, the community colleges were politically the weakest entity in the educational hierarchy, ignored by the hulking

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K-12 and scorned by the elitist universities. As bad publicity began to affect enrollment, UC Chancellor David Gardner called the decline in community college students a "flight to excellence."

Gov. George Deukmejian, caught in a budget stand-off, flexed his conservative might by instituting the first student fees for community college students. FACCC and others fought the proposal for more than a year, but Deukmejian blackmailed the CCC by cutting 8 percent from their funding, saying he would restore the money only when they yielded to his demand for a $5 per unit fee. After a year of skirmishes, FACCC proposed a compromise: eliminate most permissive fees (fees districts could levy for services and classroom materials) and grant fee waivers to poor students. Deukmejian and the Democrats bought the plan. Today, more than 40 percent of California Community College students don't pay the student fee.

Once faculty members realized the political game had shifted to the Capitol...they turned to FACCC in great numbers.

While fighting to keep fees low, FACCC continued its thrust to empower faculty. Over opposition from all administrators and the CCC Board of Governors, FACCC convinced Deukmejian to sign SB 1204, which seated a community college faculty member on the state CCC Board of Governors, and it lobbied successfully to increase the state Academic Senate revenue base. FACCC also formed a political action committee to increase its political influence and get more involved in campaigns. Presidents like Bill Harlan of Diablo Valley College and Cy Gulassa of DeAnza College provided strong leadership that increased FACCC's prestige and members.

Era of Reform, 1985-1991

Deukmejian drew the line: if community colleges needed more revenue, they had to change the entire way they did business: no reforms, no money. Period! When he demonstrated he meant this by giving K-12 dollars in exchange for reforms, the Community College League of California proposed a CCC study, and for the next five years, reform in all of its ramifications dominated politics.

The final community college reform bill, FACCC-sponsored AB 1725, cut back on vocational classes while toughening academic standards and eliminating an antiquated credentialing system. Faculty members increased tenure from two to four years, agreed to peer evaluation, and won a strong role in local decision-making known as shared governance. In response to the criticism that open access was really a "revolving door," the bill created a state system out of 71 "autonomous" districts and defined the governance roles of state and local boards. In return for these reforms, the CCC received $160 million for a new funding system called program-based funding, an ongoing annual $5 million for faculty development, and a 33 percent revenue increase for each new student. The formula allowed the hiring of 1,400 new full-time faculty.

Also of great significance for funding, the California Teachers Association sponsored Proposition 98, which guarantees a percentage of the state budget for K-12 and CCC. It was a good deal for both because it limited the governor's ability to play politics with the bulk of their budgets. But since Prop 98 does not define clearly how the money should be split between K-12 and CCC, the two began the "Prop 98 split" battles, in fame and duration eclipsed only by the Peloponnesian War. FACCC-sponsored AB 198 and SB 98 together added $140 million to the CCC revenue base. Over K-12's objections, these bills established a new base year that increased the community college's share to 11 percent.

As FACCC's political influence grew, the reforms took root, funding surged, the community colleges' image rapidly improved and faculty members grew in stature and power. FACCC membership soared by more than 1,200 new members a year after AB 1725. Chabot College instructor Larry Toy, a former FACCC president who helped design and implement AB 1725's funding provisions, earned the *sobriquet* "hammer and tongs" for single-handedly signing up hundreds of new members.

The Economic Squeeze: 1992-1996

When the California recession eliminated one million jobs and the state budget came up $14 billion short, the "zero sum" game started. It was a classic instance of everybody for themselves. FACCC joined with the Education Coalition in 1992 to hold up negotiations on the state budget until September. The good news was that we cut a Prop 98 deal that would help us in later years, and stopped the

continued on page 36

FastFACCCTS

FACCC-Ed Institute Created

FACCC has formed the FACCC-Education Institute, which takes over some of FACCC's information dissemination, faculty education and professional development activities. FACCC continues its lobbying and political focus. This separation allows the Education Institute to serve more California Community College faculty members and seek additional funding sources. The Ed. Institute is a subsidiary of FACCC, directed by the elected FACCC board.

Current Services: This year, the Ed. Institute will develop the annual FACCC conference, produce the quarterly journal *FACCCTS*, and offer faculty workshops and seminars.

Future Projects: In the coming years, FACCC leaders hope that additional funding and support will allow the Ed. Institute to attract more faculty attendance and improve the conference, expand *FACCCTS* content and readership, build upon the workshops and seminars, and initiate one or more new faculty development programs, such as a partnership with the NASA Jet Propulsion Laboratory to involve community college faculty in stimulating research projects.

While the FACCC-Ed. Institute intends to initially focus on information dissemination and faculty development, it may play a future role in supporting research (e.g., on community college student needs) and think tanks for developing educational policy ideas.

The FACCC-Education Institute welcomes your ideas for future projects. Please write to FACCC Education Institute, 926 J Street, Suite 211, Sacramento, CA 95814 or e-mail assistant executive director Dave Stuart at *StuartDave@aol.com*.

For more details on the Ed Institute, see *http://www.faccc.org/updates.htm*.

CSU, Firms End High Tech Plans

Plans died this summer for California State University's public-private project that would have developed a new technology infrastructure for the system.

The California Education Technology Initiative was meant to pair CSU with four corporations to create a for-profit company to wire the 22 campuses and become CSU's main supplier of computers and software.

Negotiations stalled over financial, political and academic issues. The initial infrastructure would have cost up to $300 million. Microsoft and Hughes Global Services dropped out of talks in April. GTE followed suit in June.

CSU Chancellor Charles Reed told *The Sacramento Bee* that CSU plans to assess potential new funding sources and develop "new approaches" with current and new industry participants.

Clinton Signs Workforce Act

President Bill Clinton signed in August the Congress-approved Workforce Investment Act of 1998, which authorizes federal job training, adult education and vocational rehabilitation programs.

The act consolidates more than 60 federal training programs into three block grants to states. States must create delivery systems of local one-stop centers for employment, training and related services. Community colleges will be eligible to serve as local one-stop centers or local training providers.

State systems must be in place by Dec. 31, 1999, when the Job Training Partnership Act is repealed

The new workforce law also replaces the Adult Education Act with the Adult Education and Family Literary Act, which centers on family literacy activities.

K-12, CC Retirement Compared

K-12 retired teachers had higher average service credit and unmodified allowance than their community college counterparts, according to STRS.

From 1992-97, the average service credit for community college retired teachers was 26.799 years, and 27.121 for K-12. Average unmodified allowance was $2,184.11 for CCC, and $2,245.50 for K-12. Average final compensation was $4,394.93 for CCC, $4,186.99 for K-12. Number of retired members was 582 for CCC and 29,196 for K-12.

FastFACCCTS

Senate Approves Higher Ed Act

The U.S. Senate voted 96 to 1 in July to approve extending the Higher Education Act for five years, after passing an amendment that would allow more welfare recipients to attend college.

Welfare recipients would be permitted to spend two full years in college or vocational training without having to work at the same time. However, California's CalWORKS program allows only up to 18 months.

A tough fight is expected for a compromise bill from House Republicans, who have fought other efforts to alter the 1996 welfare-reform law, said *to The Chronicle of Higher Education.* House Democrats did not try to attach a welfare provision to their version of the Higher Education Act.

On-line Teaching Program

UCLA Extension has customized a popular on-line certificate program for community college educators. Through a cooperative agreement with @ONE, a Chancellor's Office technology grant project, fees for these four courses represent a 30 percent discount on fees paid for similar courses offered through the UCLA Extension catalog. The courses are:

- Introduction to Online Teaching for Community College Instruction, 4 units, Fee: $350, Sept. 28-Nov. 23.
- Teaching and Learning Models for Community College Instruction, 4 units, Fee: $350, Sept. 29-Nov. 24.
- Internet and Online Teaching Tools for Community College Instruction, 4 units, Fee: $350, Jan. 11-March 8.
- Developing Online Curriculum for Community College Instruction, 4 units, Fee: $350, Jan. 12-March 9.

The courses are offered entirely online and are designed to prepare educators for the virtual classroom environment regarding technology, presentation, instructional design, curriculum development, and research tools.

Faculty who have already taken courses in the UCLA Extension "Online Teaching Program" may apply them toward this certificate program. UCLA Extension has a self assessment tool to help place community college faculty who think they may have the knowledge and skills covered in one or more of the courses.

For more information or to register, visit the @ONE site *http://one.fhda.edu.* Or call UCLA Extension at (302) 206-5883.

Nursing Tops Hot Programs List

The top six hot community college programs and salaries in the Pacific region are registered nursing ($27,721), automotive ($27,500), law enforcement/criminal justice/human services ($28,300), computer tech/computer info services ($30,533), emergency medical services/technology ($28,667) and licensed practical nursing ($18,250).

The American Association of Community Colleges conducted a survey of 1,120 colleges across the nation to identify current programs in high demand by business and industry. A program is considered hot when students are hired immediately following, or in some cases before, graduation.

Other highlights from the 1997 survey include: hot program graduates make close to $25,500, a 15 percent increase from three years ago; the number of computer-related programs mentioned as hot nearly doubled from six in 1994 to 11 in 1997; in the past three years, the average starting salary received by graduates of info technology programs has increased by more than 24 percent, from $20,753 to $25,771; through credit and non-credit programs, community colleges are meeting the training demands of the projected fastest-growing occupations.

Contracts Replacing Tenure

The proportion of full-time professors working on contracts climbed from 19 percent in 1975 to 28 percent in 1995, while the proportion of those on the tenure track fell from 29 percent to 20 percent, according to

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call Katherine Martinez at (916) 447-8555.

data analyzed by the American Association of University Professors.

The number of non-tenure track professors who work full-time almost doubled between 1975 and 1995, while full-time professors on the tenure track fell by 12 percent.

Intellectual Prop Info Offered

The World Intellectual Property Organization, one of the United Nations' 16 specialized agencies, was formed to promote protection of intellectual property throughout the world. Visit the Web site at *http://www.wipo.org/*

Other helpful Web sites are *http://www.eff.org*, *http://www.public-domain.org*, *http://www.dfc.org*, *http://www.gnu.org/philosophy/right-to-read.html*, and *http://lcweb.loc.gov/global/legislativeemail.html*.

Scholar Examines Ed Lobby

University of Michigan's Constance Ewing Cook has written a new book, *Lobbying for Higher Education: How Colleges and Universities Influence Federal Policy*, "the broadest look in two decades at how academe vies for influence in the nation's capital," according to *The Chronicle of Higher Education* July 10 issue.

Cook found that higher education's lobbying system "basically works" and urges academics to abandon their reluctance to influence lawmakers.

To order, visit the FACCC Book Service at *http://www.faccc.org/books.htm#SEARCH*.

CPEC reports CEO salaries

The average salary earned by three types of chief executives of California's community colleges ranged from $106,670 to $134,502 as of April, according to the California Postsecondary Education Commission, and "reflects local autonomy and flexibility more than systemwide coherence or consistency."

The average salary of CSU's 23 presidents was $155,360, and the average salary of UC's nine chancellors was $213,044. This figure for UC lagged behind the average of two comparison groups by 21 percent and 29.4 percent. The figures were part of CPEC's annual report to the Legislature on executive salaries. CPEC is a citizen board established in 1974 by the Legislature and governor to provide independent non-partisan policy analysis.

FACCC-Sponsored Legislation 1997-98

BILL	DESCRIPTION	STATUS (as of press time)
AB 1102* (Knox)	Unused Sick Leave for STRS and PERS Service Credit	Senate Appropriations Committee
AB 1166* (House)	Service Credit Calculation for Part-Time Faculty	Senate floor
AB 2398 (Ducheny)	Non-Credit Funding Parity	Senate Appropriations
AB 2804 (Honda/PERSS)	STRS Overhaul/Benefit Improvements	Senate Appropriations
SB 836* (McPherson)	Property Tax Backfill	Part of state budget agreement
SB 877 (Vasconcellos)	State Budget Category for Hiring Full-Time Faculty	Assembly Appropriations
SB 2085* (Burton)	Choice in Part-Time Faculty Retirement Plan	Assembly Appropriations

*Co-sponsor (Bill author in parenthesis) AB=Assembly Bill SB = Senate Bill

FACCC

1999 Conference

Partnerships —
Bridges for the Future

Idealism and action united to form
the creative power of this achievement.
— Inscription on the Golden Gate Bridge

Feb. 25 - 27
San Francisco

Crowne Plaza-Union Square Hotel

Partnerships are the emerging milieu of community colleges and faculty. Colleges entering the new millennium must increasingly work with social agencies, businesses, high tech corporations, private developers, and the other segments of education. And for FACCC to accomplish its legislative agenda in the new era of term limits will require increased coalition-building, bipartisan efforts, and local activism.

Among the sessions or workshops planned are: "Partnership for Excellence," part-time faculty and diversity issues, developing college facilities, California Virtual University's partnership with Oracle and other corporations, Chancellor's Office technology grant projects, vocational faculty and advisory committee partnerships, the economic development mission, retirement reform, return-to-industry faculty internships, partnerships with CSU, planning for retirement and long-term care, technology partnerships that did and didn't work, and FACCC's strategy for working with the new governor and Legislature. **Roundtable discussions** with Academic Senate, union, and other faculty leaders will be featured, as will keynote addresses and panels by key elected officials.

If you're interested in developing a session, see http://www.faccc.org/updates.htm or call Dave Stuart at (916) 447-8555 for a proposal form.

RESERVE YOUR FUNDING NOW

Go For The Gold

Want To Be Heard? Recruit A Member, Win Prizes

The **Member Get A Member** campaign is in its second year and the goal is to increase FACCC membership to 10,000 by the year 2000. We recruited 1,000 new members last year; we're shooting for 1,500 this year.

Congratulations to the 1997-98 winners: Lina Chen of L.A. Trade-Tech College (Grand Prize: Jamaica trip), John McDowell of L.A. Trade-Tech College (Top Sponsor Award: bed & breakfast weekend) and Lois Yamakoshi of Los Medanos College (Quick Start Award: computer).

Eureka Europa!

To commemorate California's Sesquicentennial, we're offering gifts and prizes with a **Gold Rush** theme. As you recruit (sponsor) new members, you'll receive thank-you gifts such as Hershey's **"gold** nuggets," a **gold** tin of Mrs. Fields' cookies, phone cards and grub for two out on the town. The Top Miner Award will be a **weekend for two** in California's **gold** country. And for every four members you recruit, your name goes into the **gold** pan for the April grand prize drawing of the **"Eureka Europa!" trip for two** in summer 1999. Prizes for drawings in May will include dinners with FACCC staff members and a day with FACCC Legislative Advocate David Hawkins in Sacramento.

Charles Donaldson of Santa Monica College has said, "The state Legislature and college districts don't provide a penny to give faculty a voice in Sacramento. If we want to be heard where the rules that govern you are made and where your paychecks actually originate, we have to pick up the tab. We do that by paying FACCC dues. Most faculty members who do not belong to FACCC have never been asked to join. If they say no, ask why. When is the best time to ask? Now."

The best advice from last year's faculty sponsors is to "just ask." FACCC has more tips. Contact Field Director Lyndon Thomson at (916) 447-8555, *LyndonMT@aol.com.*

1997-98 New Member Sponsors

10 Or More Members

John McDowell (28)
Carolyn Russell (15)
Janet Tarjan (12)
Lois Yamakoshi (10)

Five to Nine Members

Alma Aguilar
John Baley
Lina Chen
Bob Grill
John Queen
Barbara Schnelker
John Smith

Three or Four Members

Ricardo Almeraz
Deborah Brasket
Frances Chandler
Robert Dewis
Charles Donaldson
Gail Fail
Donald Fischer
Ann Herbst
Loretta Hernandez
Katherine O'Brien
Steve Padover
Donald Prince
Deborah Sweitzer
Sam Weiss

One or Two Members

Eduardo Arismendi-Pardi
Robert Bauman
Caroline Bliss-Isberg
Roberta Bos
Charles Brinkman
Brendan Brown
Elsie Bruno
George Carlson
Michael Carrillo
Penelope Choy
Ann Clark
Zoe Close
Eulalia Esparza-Geban
Jose Esteban
Mona Field
Scott Finn
Carl Friedlander
Jacinto Gardea
Joseline Glenn
Jane Hallinger
Karolyn Rae Hanna
Robert Harris
Vik Housepian
Andy Howard
Norma Jacinto
Jack Janss
Charlie Kahn
Lyn Kramer
Norman Levy
Charles Lunt
Warren Lytle
Catherine Machalinski
Paula McCroskey
David McLaughlin
Jonathan McLeod
Nancy Millick
Judy Myers
Kathleen O'Connor
Anne O'Donnell
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Patricia Pinder
Chaumonde Porterfield-Pyatt
Margaret Quan
Marsha Ray
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Chris Storer
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Darrell Top
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James Wales
Carrol Waymon
Robert Wenzlaff
Lance Widman
Diane Wirth
Barbara Wright
Maria Elena Yepes
Anne Ysunza

Election '98

Davis Promises To Help Colleges As Governor

FACCC has endorsed Gray Davis for governor because he has consistently looked out for the community colleges, its faculty and students.

He spoke at the past two FACCC conferences, met with the FACCC board and has always been accessible to FACCC leaders. He successfully sponsored a bill that reduces student fees from $13 to $12 per unit this fall.

FACCCTS conducted a phone interview with Lt. Gov. Gray Davis on July 13. Here are excerpts of that conversation.

FACCCTS: California has had 16 years of Republican administrations. Let's say for now Californians elect Gray Davis for governor. Eight years after that, how will the lives of community college faculty and their students be different?

Gray Davis: There's no more important system of higher education than our community colleges. They reach the vast bulk of Californians who want to upgrade their skills or gain a college degree. I want to, among other things, improve the transfer rate of colleges students who want to go on to University of California or a state college. I want to make sure instructors are fairly compensated for their contribution to the education of the next generation of California leaders. And I want to make sure that during a Gray Davis administration, we make a big dent in the need for 15,000 new instructors over the next 10 to 15 years.

I'm committed to closing the gap between California and the national average [in funding per student for] community colleges [a $2,600 difference]. Community colleges are by far the best deal Californians have for a good higher education. In addition to an associate in arts degree, community colleges provide job training, vocational training, and give California workers skills to continue to fuel the prosperity that California is currently enjoying.

> **"I'm committed to closing the gap between California and the national average [in funding per student for] community colleges."**
> **— Gray Davis**

FACCCTS: Dan Lungren is giving his attention to community colleges. It appears he would certainly be better than Pete Wilson was on community colleges. Why would Gray Davis be better for community colleges than Dan Lungren?

GD: I've spent my whole life concerned about education. As a state Assembly person, I was on the [education] committee and authored bills to remove asbestos from the public schools. As state controller, I helped protect our retirements systems, both at Cal PERS and Cal STRS. I think it's important to recognize the contributions of retired community college instructors. There's a similar program for retired state employees. I'm pleased to see that STRS will be fully funded within the next 36 months, and hopefully some of the funds allocated [from the state general fund] for that purpose can be set aside to help retired community college instructors keep pace with the cost of living.

Unlike the previous eight years, I would make sure there's an assurance of a property tax backfill, movement for a more fair Prop 98 split and movement on hiring more full-time faculty.

I want to revitalize the community colleges. They are the backbone of our higher education system. Far more Californians interact with the community college system than with UC and CSU combined. It's in our economic interests to reward instructors and narrow the gap between spending on students in community colleges in California and at the national level. In every way possible, I want to challenge the community colleges to move to a higher level to provide better instruction to Californians.

➔

Election '98

I believe that the faculty is the heart and soul of the community college system. No system of higher education can succeed without an enlightened and motivated faculty. No part of the community colleges will have a greater influence on my thinking.

Education is more than an expenditure, it's an investment. And it's time Californians elect a governor who recognizes and treats the community colleges, its students and its faculty as a invaluable asset to California.

It's in California's best economic interest to educate as many people as possible. For most young people, the college of choice is the community college."

> **"Education is more than an expenditure, it's an investment."**
> **— Gray Davis**

To volunteer in the Californians For Gray Davis gubernatorial campaign, call Kevin, the volunteer coordinator, at (310) 201-0344.

FACCC's goal is to raise a minimum of $25,000 for Davis' campaign.

To make a donation to the FACCC Political Action Committee to support education-friendly candidates, please contact David Hawkins at (916) 447-8555 or e-mail *advocatedh@aol.com.*

Gray Davis' Promise to Faculty

Below are excerpts from Gray Davis' speech at the Feb. 27 FACCC Conference in San Francisco:

On community colleges: From the president of the United States, to workers displaced by downsizing, everyone agrees that community colleges have never been more important, or frankly, more neglected.

On electing a new governor: We have a historic opportunity this year to renew our commitment to the colleges and to reinvest in the promise of higher education.

We all know what 16 years of Republican leadership has meant for our colleges. Lower budgets, higher fees, less access and less opportunities. I want to change that.

Priorities: **First, we must increase funding** for community colleges. California Community Colleges receive less government support than any other community college system in the nation. Funding on a per full-time student basis is $2,600 less than the national average. We need to repair or replace crumbling, aging facilities.

We must ensure that the finest technology is available in the classrooms and workshops. And we must expand our system to keep pace with our fast-growing population, without compromising the quality of the education process.

Second, we must continue to lower student fees to allow every qualified Californian a shot at a community college program. No student who meets the academic requirements of this system should be turned away for financial reasons.

And third, we must strive to improve the lives of the educators that make this system work. If we don't invest in the best instructors, then we will not have the best community colleges. I believe second best should never to good enough for California.

We will need to hire at least 15,000 new instructors in the next 10 years. We cannot do the job without more full-time faculty and improved benefits for part-time faculty.

Now, those three priorities — increased funding, lower fees and better compensation — are simply a road map. The true test of leadership comes when the budget battle reaches a feverish pitch and the tough choices need to be made.

Think about the fact that this state spends approximately $3,400 per year for each community college student, and $22,000 per year for each prison inmate. It should make sense to every Californian that an investment in success is better than an investment in failure.

Election '98

One Faculty Member *Can* Make a Difference

Why Should I Help On a Campaign?

Some races in the past few years have been won by a very small number of votes. Your participation could help bring in the votes needed to boost your candidate to victory.

Targeted Legislative Races

These candidates are in very competitive races. Please volunteer just a few hours to make phone calls, stuff envelopes or walk neighborhoods. Contact FACCC for campaign phone numbers.

Governor	Gray Davis (D)
Lt. Governor	Cruz Bustamante (D)
Supt. of Public Instruction	Delaine Eastin (D)

Assembly

AD 1	Virginia Strom-Martin (D), incumbent
AD 7	Pat Wiggins (D)
AD 10	Debra Gravert (D)
AD 17	Mike Machado (D), inc
AD 24	Jim Cunneen (R), inc
AD 26	Dennis Cardoza (D), inc
AD 28	Alan Styles (D)
AD 30	Dean Florez (D)
AD 31	Sarah Reyes (D)
AD 35	Hanna Beth-Jackson (D)
AD 43	Scott Wildman (D), inc
AD 44	Jack Scott (D), inc
AD 53	George Nakano (D)
AD 54	Alan Lowenthal (D)
AD 56	Sally Havice (D), inc
AD 60	Ben Wong (D)
AD 61	Nell Soto (D)
AD 69	Lou Correa (D)
AD 76	Susan Davis (D), inc
AD 78	Howard Wayne (D), inc

Senate

SD 2	Wesley Chesbro (D)
SD 6	Deborah Ortiz (D)
SD 12	Sal Cannella (D)
SD 32	Joe Baca (D)
SD 34	Joe Dunn (D)

Taking the Next Step

You've already taken one important step in controlling your professional future: you became a FACCC member. But your role doesn't stop there. To truly help shape the political events that affect your everyday work life, you must inform your legislators about your concerns, and help education-friendly candidates get elected to office.

Legislators Need to Know You

In this age of term limits, we can no longer assume legislators know faculty concerns or anything else about the California Community Colleges. That's where you come in. By keeping in touch with your legislators and their staffs on a regular basis, even inviting them to your campus, you'll help inform them about issues important to you and the colleges. If you don't, chances are no one else will. For more information, contact legislative advocate David Hawkins at *advocatedh@aol.com* or (916) 447-8555.

The Latest on the Education Bond Initiative

Assembly Speaker Antonio Villaraigosa, the governor and Assembly minority leader Bill Leonard came up with a tentative agreement in May on a higher education bond that would provide \$2.5 billion for higher education (of the total \$9 million for education) over the next four years. This would provide about \$200 million per year (\$800 million total) for the CCC if voters pass the initiative, although the annual amount is still being negotiated. The higher education community had requested \$3 billion in bonds.

At press time, it wasn't certain if the bond would even qualify in time for the November ballot due to disagreements between legislators in the Assembly and Senate.

The community colleges would use their share for capital outlay (facilities). And the money would be distributed by an eligibility process through the Chancellor's Office. Priorities are for health and safety-related projects and seismic construction, followed by projects such as facilities to handle growth, completion of campus performing arts centers, physical education facilities and child care development centers.

Remember to encourage your students, colleagues and community to vote. Write a letter to the editor of your local newspaper and volunteer for a local candidate's campaign.

Dr. Jeckyll Becomes Mr. Rogers for Gen Xers

A century and a half ago an aristocrat named Alexis de Tocqueville published his assessment of the United States. He had visited it in the late 1820s to find how "democracy in America" worked, and his report back to France was not comforting. Everywhere in the new nation he found raw individualism, driven by prehensile ambition and spreading like rust. No social barriers protected the well-born from the lowly, the perfumed from the unshowered. Democracy was an aristocrat's worst nightmare for it bred equality as rotten wood does termites.

Generation X Goes To College

Today an informed reader consults Tocqueville less for his picture of Jacksonian America than for his luminous and quotable aphorisms. Monarchies live in the past, he said; democracies think only of the future. Or again: in modern politics, a community of hatred is quite often the basis of alliances.

Alas, there is very little razzle to back up his dazzle. Tocqueville dwelt on the coarseness woven into American society, and historians will readily acknowledge it, but are perplexed that so astute a visitor would confuse this lack of refinement for egalitarianism. He had seen the occasional worker slapping a banker on the back but had missed the vast social distances between the slapper and the slappee.

Recently, a visitor to the shores of higher education, an immigrant from journalism, filed a report as Tocquevillian in its fear-mongering and in its wrong-headedness as *Democracy in America*. The visitor goes by the *nom de plume* "Peter Sacks," a verbal costume donned, no doubt, because he has unkind things to say about our profession and its practitioners.

"Sacks" has, however, worked in a community college classroom and his descriptions will rouse many a deja among teachers. We have all faced The Class from Hell, where students arrive half an hour late and a quart low; where grouped in the back sit a snarl of unfriendlies, young men who look like they'd kill you for your dental work; where those who can't read compete for the bottom rung with those who can't write; where students interpret assignments as mere symbolic flourishes and consider the enforcement of academic rigor to be a crime against humanity.

For Sacks, this is Generation X incarnate. "We didn't work a tenth as hard as our parents did," one of them confesses to him in *Generation X Goes to College: An Eye-Opening Account of Teaching in Postmodern America.* These are slackers who temper their disengagement with a strong sense of entitlement. As trained consumers they expect entertainment, not criticism. When they raise the pulse to turn something in they insist on an enthusiastic reception. The most gossamer of efforts deserves at least a B.

Walking in on Gen X cold was quite a shock. Sacks' faculty colleagues hired him into a full-time position, directly from the world of newspaper work, despite his lack of teaching experience, apparently on the news that he was in the running for a Pulitzer. (He didn't get it.)

He quickly discovers that the enrollees to Intro to Journalism have taken it as a Disney Channel alternative to College Composition. When he critiques their homework with a pressroom prickliness they get angry, the more so because the average grade he awards is a C. This lack of amenities ignites exchanges of oratorical ordnance, outraged student commentary followed by Sacks' snide riposts.

Sacks' faculty colleagues hired him... despite his lack of teaching experience.

The war spills onto his evaluation forms. A typical bleat reads: "Allows questions to be asked as to why he is teaching." At first Sacks' seven-member tenure team pays his negative numbers little heed, either because he is inexperienced or because they saw nothing wrong when they visited his classroom, but by the third year they warn him to get his scores up on the students' forms or lose fourth-year tenure. This notifies to him that even his colleagues' brains are deep-fried in Gen X values. He complains that placing higher credence on student satisfaction than on peer judgment is unprofessional.

Why not, then, fight aberrancy with impropriety? In his chapter, "The Sand Box Experiment," Sacks details a shift from education to merrymaking. Dr. Jeckyll becomes Mr. Rogers — a gentle, caring and undemanding soul. Even student knavery is greeted with some avuncular pleasantry. He whips course content into an aerated foam, offering pretty videos that enliven without intrusively enlightening, and group palavering for a sense of community. High grades are tossed bountifully about.

The cabaret classroom, Sacks discovers, pleases all but the statistically insignificant serious students, as his evaluation forms now demonstrate. When his delighted committee meets to review his improved numbers — or should we say, ratings? — there is only one awkward moment. A colleague asks if he has lowered his standards to gain student approval. "I said that I had 'adjusted' the level of my course to meet the students' 'abilities and needs,'" and on that non sequitur he is tenured.

Who is wrong, student or instructor, when the latter becomes a touchy sea anemone under fire?

Up to now Sacks has led a horns-down charge at the community college, one that gores both educators and students. Yet, the careful reader will have some doubts about the justice of his anger. Who is wrong, student or instructor, when the latter becomes a touchy sea anemone under fire? Here, after all, is a teacher with skills at best labeled larval who avoids departmental seminars on instructional techniques and defends that decision with this huff: "I didn't consider myself an 'educator' by training or sentiment." We are never told why the word "educator" is rigged out in quotation mark epaulets.

And we wonder at the demography of his classroom. The books seems to be set in a Southern California community college, yet there are no re-entry students and very few who seem excited about journalism. Is he cranky because no one wants to learn or does his crankiness keep those who do hidden?

Sacks has certainly addressed what novelist Richard Russo calls "the increasingly militant ignorance" of college students. Yet this topic is touched more for reference than exploration. Sadly, he drifts off into an extended discourse on the meaning and effects of "Postmodernism." This latter issue seems initially to be no more than an unpromising offramp but it drops the author directly into a swamp. His early concerns about student infirmities thrash feebly around in the sticky new topic then sink from sight entirely.

Sacks assigns to "Postmodernism" the same explanatory chore that Tocqueville gives to "Equality." He sees it as both a condition and a state of mind that together lead to hopeless mediocrity. In Sacks' usage, Postmodernism is the pathology of a consumer society whose media have left its young "in apparent revolt against reason and thoughtfulness." Only the hard, gem-like flame of "entertainment values" can cut through to them. "Reality for Gen Xers," he pronounces, "is an image on a video screen."

It is the end of civilization as we know it. Nothing "modern" counts with most Gen Xers. They brook no serious literature, no science, no politics. Truth they take to be no more than opinion. Governmental officials commonly lie and their conspiracies explain major events. The X-File injunction — Trust no one — holds status as a truism.

These sweeping assertions about twenty-something beliefs march through Sacks' pages accompanied only by anecdotal evidence of their validity. He does, however, attempt to trace them to that extended family of academic theories — deconstruction, neo-feminism, historicism, structuralism — for which he uses the generic term, "Postmodernism." From these sources derive Gen X antirationalism, relativism and conspiracy theories.

Well, student views do mirror what one finds in Postmodernism. HyperPostie Michael Foucault, for instance, defines professional knowledge as a mechanism for oppression. In the modern world, he says, trained experts in science and society use their authority to "confine" marginalized people — criminals, TB victims, the insane — in lockups like prison, clinics and asylums. Knowledge is what humans "invent" to serve society's purposes rather than something objectively valid or invalid.

Like most such practitioners Foucault frames his theories in nearly impenetrable prose, yielding syntax that makes Hegel read like Hemingway. Sacks is unclear how this nearly uncypherable style has come to influence the scriptwriters of Beavis and Butthead, much less the semi-literates he has found in his classes.

But whatever the cause he is adamant about the effect. Postmoderns are "fundamentally different human beings." The transformation is irreversible, if not genetic. To a historian who sees continuity everywhere, and finds change, even in times more revolutionary than our own, to be incremental, it would appear that Sacks has poured us a quaff of snake oil.

When in our century have younger generations *not* seemed alien to their educators? Here is an author who, we remember, identifies himself as both a guardian of classical values and a baby boomer. Has he forgotten the alarms that went off when *his* generation grew long hair, yelped with the Beatles, smoked (and inhaled!) marijuana and took (gasp!) the Pill? When Sacks raves on about the 1990s — "the [modern] epoch was dying — its beliefs in reason, sober analyses and appropriate standards and authorities being overturned by something new" — he employs formulations that zipped through the air when he was in college.

But suppose that this time the alarm is well-based rather than merely ritual. Then the first 80 percent of his book has become so much baying at the moon, no more than a wrestling exercise with an unyielding reality.

And, by gosh, on page 171 he manfully owns that he has been wrong. In the book's most startling moment, Sacks reverses the value signs that invest most of what he had written. As if invaded by body snatchers, he beings chattering as Postily as any Postmodern. Now we read, in prose unFoucaultian only in its clarity, "the standard teaching and classroom structures" constitute "modernistic power arrangements between institutional authorities and people."

What was once a lament has become a manifesto. "Gen X could not care less about abstract, theoretical knowledge or knowing for the sake of knowing," and so we must "acknowledge that the culture's basic concepts of knowledge and authority have irrevocably changed." Does this mandate doltish videos, smiley-faced vacuity and group prattle?

Apparently. But even this tergiversation gets—well, tergiversated. Halfway into his abject surrender, and perhaps realizing that he has begun to sound like an administrator hallucinating on technophilia, Sacks switches course again. We will operate feel-good classes and "seem" (his word) to capitulate but all the time we will maintain "standards."

We might term this Principled Pandering. Just as our charges have settled into a world of entertainment and subjectivity that *we* have promoted, we'll bite them on the neck, releasing the venom of the very modernity we had "seemed" to discard.

And if one *volte face* is not enough in this soap opera, Sacks tacks on a confessional epilogue in which he wonders if his incapacity to inspire his students is not reason for him to quit teaching. The trouble is that this substitution of self-doubt for self-pity undermines both his diagnosis of the problem and his prescribed (if contradictory) remedy. Did Sacks blame on the world problems of his own making? Was the trouble not in the stars but in himself?

We may be left so dizzy from these switchbacks that we have forgotten the classroom problems he began with. Those are best explained by causes less exotic than the ones he has invoked. For instance, teachers have always found students hostile and unprepared, but there are real (not "postmodern") reasons why their hostility may be more intense now.

Adulthood, for one thing, has been deferred almost indefinitely. At the turn of the century kids were often on their own by age 14. During the Depression they were encouraged to stay in high school and by the 1960s, to finish college. These were, each of them, postponements of the economic side of maturity and with that comes a prolonged sense of frustration.

By the 1990s, even a bachelor's degree (earned at the median age of 25) does not guarantee access to independence. For lower-division students, then, college enrollment continues the irresponsible condition of high school life.

When in our century have younger generations *not* seemed alien to their educators?

But even if they are semi-permanent youths, our students have one adult feature. They carry numbing loads of debt. "Consume or die," novelist Don DeLillo reminds us. "That is the mandate of our culture." That our students have learned, and so they work, as much to pay off credit card debt as to go to college. On the average they most certainly have much more off-campus work than their parents did, and it certainly disqualifies the slacker stereotype that Sacks retails. Then there are the students — some of them amazingly young — who are parents, with those additional obligations. Busy as geese, harried by multiple commitments, they can sometimes be hostile just from the frustrations of an over-crowded life.

Naturally, we also see students who have some leisure, and many of those have undertaken that age-old role of appalling their elders. This was a simple chore back in the 1950s, when it took no more than Elvis records, ducktails and black leather jackets to lather up the decade's George Wills. Today, death-white skin, serrated Day-Glo hair and imbedded cheek jewelry are required. But even in the latter case we don't need metatheories of Postmodernism to explain adolescent rebellion.

Nor to explain the alienation of ill-prepared students. The fact is that 57 percent of California high school grads now hie off to college, though few more than 20 percent come from college-prep tracks. That 20 percent has usually been well-taught, less so in the humanities than in math and science, but many of them avoid the community colleges. Our enrollment comes from groups who are identified by high school counselors as having less rigorous needs, and have been trained how to read and write business letters and do the math on a 1040-A form. As the community colleges expand their recruitment, the percentage of their enrollment that comes from this differently-trained cohort increases, leaving the impression that the entire generation is ill-equipped for college.

And yes, students are obstreperous. Had Sacks done some research for his book he would have found that violence is growing in the community college classrooms, but even that fact does not validate his claim that the students have been coddled by warm and fuzzy public schools. Our enrollees usually have had some teachers who did little disciplining and some who did a lot. They learned that they can test teachers *and* that some will not tolerate disorderly conduct. One of the reasons that teaching is uphill work is that it includes the socialization of students to classroom codes. Librarians who don't tell patrons to be quiet allow them to turn libraries into gymnasiums, and instructors who refuse to control their students leave to the rest of us the obligation to delineate and enforce proper behavior.

From start to finish, then, Sacks is as bewildered as a boy dropped into a blender. Unable to stop the whirling, he misunderstands what passes before him. We do not exonerate market forces and the media from other culpabilities when we say that neither has utterly transformed our youth. Students today are pretty much as they have been in the past — as we were, truth be told. To believe otherwise is to abandon as impossible any attempt to reach them.

So Tocqueville was wrong, and his echo Sacks as well, when he wrote in 1829, "Amidst democratic nations, each generation is a new people." It only seems that way. **fi**

John McFarland teaches history at Sierra College and was a 1995 recipient of the Hayward Award for Excellence in Teaching.

Shared Governance Lives!

Glendale: A Model For the State

When an accreditation team came to Glendale Community College last spring, they asked the usual questions and sat in on the usual events.

But they also brought a long list of questions about Glendale's well-known shared governance system. Their overriding interest was in finding out how and why Glendale has done so well with this legally-mandated concept when so many colleges are floundering or even sinking completely in this arena.

Part of the answer is that even before community college reform bill AB 1725 existed, Glendale had begun a shared governance project under the guidance of professor Sharon Scull with support from college president John Davitt. By the time the legislation was signed, Glendale was already developing a complex committee structure that includes all constituencies. Guided by Academic Senate President Gordon "Scooter" Purser and Glendale College Guild President Steve White, the governance project came to

by Mona Field,
Glendale Community College

include a full-time classified employee known as the governance officer. Jonnie Weaver, who served nearly a decade in this role, molded the position to include not only record-keeping for the numerous committees, but personal touches such as sending appropriate cards to any employee who has a baby, loses a loved one or becomes seriously ill.

These gestures of collegial concern continue to shape the sense of community that enables shared governance to work so well. Based on trust and mutual respect, shared governance is not only a committee system with a complicated flow chart, but a feeling of connection and ownership among employees.

So, how does this system really work? Accreditors were amazed to discover a committee for virtually everything that happens at Glendale Community College — and a representative of every constituency, including the Associated Students, academic senate, guild, administration and the classified union. Major committees meet monthly, with subcommittees, task forces and research teams called into action as needed. Issues we handle through governance include virtually everything **not** covered by collective bargaining, although many aspects of collective bargaining are mentioned in the following committees: Budget, Administrative Affairs, Academic Affairs, Student Affairs, Governance Review, Released Time/Extra Pay, International Students, Safety, Parking, Campus Development — the list goes on.

> **Based on trust and mutual respect, shared governance is ... a feeling of connection and ownership among employees.**

We make most decisions by consensus, with occasional need to take a vote and go for the majority view. Meanwhile, every committee fully understands that the entire process is advisory to the president and the trustees. Because that concept has been clear and well-accepted from the beginning, there are rarely hard feelings when disagreements occur between faculty, staff, administration, students or any combination thereof. We all realize that the ultimate responsibility for the college rests with the elected trustees and the president, so when we lose a battle, we accept defeat graciously. (A recent example was the heavily debated decision to arm campus police. The senate and guild came out against it, but the students and administration were in favor. You can guess which way the trustees voted.)

Perhaps because the roles are clearly defined in our participatory democracy, our shared governance system has an added benefit. We know who has which power, and we respect the distinctions. One of the most rewarding "side effects" of our system is the way in which collegiality in this arena flows into the collective bargaining process with negotiations generally going very smoothly and employees gaining steady raises and benefit improvements each year. Our trustees have faith in our productivity, and they reward our efforts. In a related arena, all employees, through the guild's Professors for Quality Education Political Action Committee, have the opportunity to contribute time and money as needed when it's time to elect our trustees. In other words, mutual respect

➔

Shared Governance

Shared Governance Lives! — At Glendale
Six Steps To Achieving Shared Governance, p. 22
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Who's Examining CCC Governance?, p. 24
Voices: Faculty Speak Out, p. 24

and involvement includes the shared governance structure as well as the political process which places good candidates into power.

In sharing our satisfaction with shared governance, there cannot be adequate credit given to our college president. Dr. Davitt has now become famous among his peers as one of the top three presidents in the state for longevity at one college. His fame is well-deserved, because his democratic leadership style keeps him exceedingly popular with the college community and gives him the authority he needs to communicate well with trustees and the larger community. The city newspaper repeatedly lists him as one of the 103 most influential people in Glendale.

As the accreditation team pointed out, a good deal of the Glendale system's magic lies in one man's personal style. When he retires, we will need someone just as committed to shared governance and collegiality. You can bet Glendale will be extremely cautious about that hiring process — a process that will, naturally, include all constituencies and reflect the college's commitment to shared governance.

Mona Field, president of the Glendale College Guild, teaches political science and was FACCC's 1997 Local Advocate of the Year. She co-authored the latest edition of California Government and Politics Today, *from Addison Wesley Longman.*

Six Steps to Achieving Shared Governance

1. Bring everyone together. Start by asking the leaders of your union, Academic Senate, administration, trustees, classified union and student association to attend a meeting to discuss how to enhance collaboration at your college.

2. Bring in some help! Folks from districts with success stories are happy to serve as facilitators to assist colleagues. Call on Glendale Community College and we will visit you or find someone from a nearby district to visit you. (Some of the colleges involved in success stories are low-profile and we don't want to reveal their identities for fear they will get swamped with requests!)

3. Brainstorm your goals. Do you need better communication between faculty and staff? Faculty and administration? Trustees and faculty? What are the senate issues? What are the union issues? How do you handle conflict between constituent groups? These are just some areas to consider improving. Don't get too elaborate; you need to highlight weaknesses only enough to decide what you want to improve.

4. Study the governance plans of colleges where it works. Glendale has a "Governance Document" including a flow chart of committees and responsibilities. We are happy to share it.

5. Agree to meet regularly or to delegate the development of a governance plan to a representative body. Expect to spend at least one school year in meetings just to develop the governance framework that best suits your institution and personnel.

6. Don't give up when it gets sticky. Keep communication flowing and keep mutual respect a top priority at all times. Agree to disagree without holding grudges, sustaining bad feelings or creating enemies. Always remember your number one shared *raison d'être:* **your students.**

Good luck and please contact us for more information. We have already been asked to mentor Antelope Valley College; this is just the beginning of our new statewide activity.

— Mona Field

College phone number: (818) 240-1000.
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John Queen, Academic Senate president, x5394,
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Lynn McMurrey, past Academic Senate president,
x5556, *mcmurrey@glendale.cc.ca.us*
Johnene Weaver, former governance officer, x5608,
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In Defense of Shared Governance

by Bill Scroggins, Chabot College

The following is Bill Scroggins' response to a Jan. 26 Community College Week *commentary by Rodman A. Sims of Coastline Community College in Fountain Valley, Calif. It is reprinted with the author's permission.*

The concept of teamwork is powerful. We live in a world in the throes of the Information Age. This is an era in which we must collaborate to solve problems of ever-increasing complexity. During the Industrial Age, managers came up through the ranks and were usually masters of the tasks performed by those who reported to them. Today, managers must possess specialized skills, acquired through education, in management itself. Managers typically don't know how to do the jobs of those whom they supervise. Indeed, they must rely on the expertise of a variety of specialists to move the organization forward.

Participatory management is not a theory, it is a survival skill. Decisions are best made by considering the contributions of those most affected by those decisions; those whose jobs it is to carry out those decisions. Rodman A. Sims, in his commentary "The Charade of Shared Governance," describes the failures of a poorly-managed organization, not the failures of shared governance. Any management scheme, if poorly designed and poorly executed, is doomed to failure. Following are a few comments which I hope will steer Mr. Sims onto the right track.

> **It is part of our jobs as faculty members to participate in the governance process. It is not an "add on" but rather a duty in which we all share.**

First, shared governance is not shared decision-making. In fact, the term itself is better cited as participatory governance or collegial consultation (the latter is used in Title 5). The process calls on the institution to consult those most capable of providing advice for an effective decision. For example, in the case of curriculum, the administration would be expected to rely primarily on the faculty's advice. This does not absolve the administration and board of the responsibility for making the decision, as seems to me to be the case with Mr. Sims and Coastline College. Allowing "Noah's Ark" committees (two of every variety of college constituency) is poorly-designed participatory governance.

Second, it is a management responsibility to assist in making participatory management work effectively. Administrators may have knowledge of the organization, regulations and laws that bear on decisions. Faculty, staff and students may have knowledge and experience on the issue. For participatory management to work, the administrator must see that the constituents are educated on the structural and legal constraints, must promote communication among the disparate groups and must facilitate the process of developing the best recommendation possible. The administrator or governing board must then take the responsibility of making the decision. I see no acknowledgment in Mr. Sims' commentary of his tasks in making this process happen effectively.

Third, participatory governance takes a willingness of faculty and others to fully participate. It is part of our jobs as faculty members to participate in the governance process. It is not an "add on" but rather a duty in which we all share. We also have the responsibility to educate ourselves about process and legal restraints so that, through our expertise, we can contribute within the range of options open to the institution. In addition, we have the responsibility to carry out the ultimate decision and to share accountability for the results. I hear Mr. Sim's statement loud and clear that he does not see this happening. Having worked with Coastline's faculty leadership as state Academic Senate president, I have found dedication and commitment among the faculty. Perhaps Mr. Sims would discover that commitment for himself if he were able to see that participatory governance at Coastline involved more than parking fees and mission statements, as he contends in his commentary.

Fourth, good participatory governance takes planning. The governing board must establish an environment that promotes planning. The board must have a vision of where the college should be in the future and should expe

Voices

The FACCC Web site's recent "Question of the Month" prompted strong reactions. Here are a few excerpts. For full text, and more than 40 responses, visit *http://www.faccc.org/question.htm.* **"Do you think the shared governance model has been effective?"**

> **"The model has been effective. However, as Gandhi said about Christianity, 'It's too bad almost no one actually practices it.'"**
> **— Paul Setziol, DeAnza College**

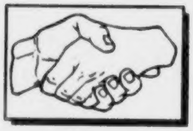
demonstrable results. It should be up to college personnel to plan how to attain that vision. That includes setting goals, establishing measurable objectives and supporting specific activities to achieve those objectives. It takes leadership and courage to set the course for the college's achievements. It takes the input of the college constituents, according to their areas of expertise, to develop plans that will work.

With that foundation established, we can make decisions in a timely manner even when urgency requires setting aside process. Almost every community college in the country experienced that urgency with welfare reform. Had we done the planning to be ready with a quick response? Did we use a collaborative process that established an atmosphere of trust so we could speed up processes? Or did the college assign the work to a dean who operated in isolation, or worse yet, fumble away the chance for substantive change? I call upon Mr. Sims and all of us to show the courageous leadership it takes to craft a blueprint for action for our colleges.

Finally, the factionalism Mr. Sims mentions ignores our unified calling as educators. In this age of reforms called for by many outside of education, I submit that we need our unity as educators more than ever. I find only negativism and devisiveness in commentaries such as Mr. Sims'! I am committed to participatory governance as a process that unifies us as educators in serving students. Shall we stand together or divided?

Bill Scroggins is president of the state Academic Senate and a chemistry professor at Chabot College.

To comment, write a letter to the *FACCCTS* editor. See page 4 for details.



Governance

The following organizations are studying the California Community Colleges' governance structure.

CCC Chancellor's Office

www.cccco.edu

Sacramento, CA. Chancellor: Thomas Nussbaum

As chronic underfunding continues, and more students flood higher education, the community college system struggles to fulfill its mission of open access to quality higher education. Chancellor Tom Nussbaum believes there must be a better way to govern the system than with the current, complex structure of a state board and 71 local boards. The community colleges are governed more like K-12 than CSU and UC, whose state trustees act as liaisons between the individual campuses and the Legislature.

Nussbaum tapped former chancellor Gerald Hayward to create the framework for a new Education Code, rather than rewrite the current one that is the result of "80 years of piecemeal legislation," Nussbaum told *FACCCTS*. Governance is a key part of the study.

The question, Nussbaum said, is "What kind of an Ed Code do we need for the 21st century?"

A draft report went to the Consultation Council this summer for review. The chancellor will take the results of the discussion and report, and use it to form legislation he intends to introduce in 1999.

California Postsecondary Education Commission

www.cpec.ca.gov

Sacramento, CA. Executive Director: Warren H. Fox

As part of the answer to its "Challenge of the Century" report, CPEC is researching ways to strengthen and better integrate the community colleges' governance. An ad hoc committee completed a progress report in June and is scheduled to submit its recommendations as an information

"I think the model has been a disaster. Administrations appear to honor the process... Then administrators do what the hell they want."
— Ed LaFrance, Santa Rosa Junior College

It "has been on balance a modest success... agreements and legislation are not as important as the personnel who sit on the shared governance committees."
— Steve Levinson, City College of SF

Under Scrutiny

item at CPEC's October meeting. The commission will then comment on the report in December.

A CPEC commissioner first suggested the governance study, Charles Ratliff said, when he heard students complain they were having difficulty transferring. The reasons for the study expanded and evolved.

"What we've found is a major schism of opinion," Ratliff said, on everything from the overlapping power between state and local boards, the effects of AB 1725 and consultation.

It all makes for a touchy situation. There are a number of "politically-revered practices," Ratliff said, that different groups are loathe to change. Who wins? Who loses? Who will be more, or less, influential when the system is reborn?

"Those questions are coming up in the groups that might be affected by change," Ratliff said.

California Citizens Commission on Higher Education
www.ccche.org
Los Angeles, CA. Executive Director: William Pickens

The commission recently finished a two-year study called, "A State of Learning: California Higher Education in the Twenty-First Century." A central focus is stabilizing the sharp highs and lows of higher education funding during good and bad economic times. For example, the study recommends community colleges' Prop 98 share be at least 10.6 percent, with more money given beyond that for any year in which enrollment growth exceeds 1.5 percent.

Some of its recommendations, which were immediately criticized as the report was released July 21, include (1) steadily increasing student fees for all public colleges and universities (starting with a 4.6 percent increase each year for the first five years), (2) requiring administrators to start a "trust fund" during good years to save money for hard times, and (3) abolishing local elected boards. "Governance Councils" would take their place; members would be appointed by locally-elected officials, the state CCC Board of Governors and campus constituencies of administrators, faculty, staff and students.

"We are recommending major changes which are necessary for higher educaiton to fulfill its promise of access, quality, affordability, diversity and innovation," said John Slaughter, the commission's co-chair and president of Occidental College.

Little Hoover Commission
www.lhc.ca.gov/lhc.html
Sacramento, CA. Executive Director: Jeannine L. English

Officially known as the Milton Marks "Little Hoover" Commission on California State Government Organization and Economy, it is an independent state oversight agency created in 1962. The commission's mission is to investigate state government operations and — through reports, recommendations and legislative proposals — promote efficiency, economy and improved service.

The commission recently decided to study CCC governance. A report is scheduled for completion in spring 1999, with public hearings in March.

California Higher Education Policy Center
San Jose, CA.
Executive Director: Patrick Callan. Closed in 1997.

The policy center published a report in spring 1997 called "Shared Governance: An Elusive Goal." The report concluded that eight years after the passage of AB 1725 (to clarify and improve the governance), many problems remain and some have grown worse. Many of the same staff members are now with the new National Center for Public Policy and Higher Education, which has offices in San Jose and Washington, D.C. *www.highereducation.org.*

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Zenger Miller

KEYNOTE SPEAKERS

Bill Gates, Chairman/CEO, Microsoft Corporation *live via satellite*

Diana Ohlinger, Academic Programs Manager, IBM Corporation

Carol A. Twigg, Vice President, Educom

John Morgridge, Chairman of the Board, Cisco Systems, Inc.

Bob Davis, award-winning *Wall Street Journal* reporter

The Honorable Al Gore, Vice President of the United States–*invited*

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For the most up-to-date information regarding the 1998 Conference on Information Technology, check the League's Web site at **http://www.league.org**

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REGISTRATION FEES
Received Before September 21: $350
Received After September 21: $425
On-Site $475

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Board of Governors

FACCC members annually elect the 19-member FACCC Board of Governors. Governors-at-Large serve for three years; officers for one year. The board convenes 10 times during the academic year to lead FACCC on issues vital to community college faculty. State faculty council members represent FACCC on campuses. The FACCC office and professional staff are in Sacramento, two blocks from the Capitol.

Evelyn "Sam" Weiss
President, Golden West, Nursing,
(714) 892-7711 ext 5-5122,
sweiss4514@aol.com

FACCC must position itself to respond to the challenges of the 21st century. A new governor and legislature will create opportunities and challenges. By representing the interests of community college faculty, FACCC will have the opportunity to shape the future for the benefit of students and faculty.

John McDowell
Vice President, L.A. Trade-Tech,
Labor Relations, (213) 744-9470

Effective advocacy, political impact, timely communications, professional education — FACCC is a strong faculty voice in legislation and public policy. Please get active and recruit a colleague. Help FACCC fight for STRS improvements, better budgets, full-time faculty hiring, and better benefits for part-timers. Have a good year.

Mary Ann Newport
Treasurer, MiraCosta, Nursing,
(619) 757-2121 ext 6486,
Mnewp76145@aol.com

FACCC needs more new members to build our political influence. Ask new faculty colleagues to join FACCC. Tell them why you're a member. Your membership shouldn't stop with just paying your dues. Take charge of your future.

Carolyn Russell
Recording Secretary, Rio Hondo,
English, (562) 692-0921 ext 3259,
crussell@rh.cc.ca.us

STRS reform and part-time issues remain priorities for me as does our right to a fair share of the Prop 98 split. The measures of success in the "Partnership for Excellence" are a new concern as they do not reward the achievements of colleges with economically and socially disadvantaged populations.

Leslie Smith
Past President, San Francisco,
ESL, (510) 891-9033,
lesliesmth@aol.com

FACCC is the organization with the experience, commitment and reservoir of talent to best face community college challenges. We've been leaders in discussions on such topics as diversity and alternate funding for facilities and technology. I want to continue involving faculty directly in the legislative process.

Alma Aguilar
Southwestern, Political
Science/Humanities,
(619) 421-6700 ext1-5641

We must continue to encourage faculty to help set the community colleges' direction. There's no better way for faculty to do that than by becoming more active, informed and empowered through FACCC.

Board of Governors

Ricardo Almeraz
Allan Hancock, History/Spanish,
(805) 922-6966 ext 3337,
almeraz@prodigy.net

FACCC is the key organization that protects our rights as faculty and ensures the colleges' fair share of the state budget. We need to keep FACCC strong. Distance learning education needs to be examined for quality of education it delivers and demands it places on faculty.

John Baley
Cerritos, Math, (562) 860-2451
ext 2676, baley@cerritos.edu

I will work to make AB 2804 law and shape STRS improvements so our retirees get maximum benefits. I seek an increase in the age factor from 2 to 2.5 percent at age 65, sick leave credit, all W-2 earnings creditable to retirement salary, and medical coverage.

Fran Chandler
Santa Monica, Business, (310) 434-4641, chandler_fran@smc.edu

Integrity and rationality aren't enough to convince legislators, the governor or the chancellor to put into place sound educational policy. You and I personally must take responsibility for bringing in as many new FACCC members as possible. There is strength in numbers; no one knows that better than politicians!

Zoe Close
Grossmont, Philosophy/Humanities
(619) 644-7510, zoeclose@aol.com

As a 12-year FACCC member and new board member, I will work to maintain faculty's right to determine what is best for our students. On educational technology, I will participate in creating policy that ensures faculty are involved in all decision-making. I will combat any performance-based strategies that undermine education quality.

Jane Hallinger
Pasadena, English,
(626) 585-7424,
dhallinger@earthlink.net

I can't stress enough how important it is for you to keep their legislators informed of your views on community college issues. Invite a legislator to your campus. Contact them regularly so that when the time comes to ask them to support or oppose a bill, they'll know who you are.

Richard Hansen
DeAnza, Mathematics
(408) 864-8577
RichH51@aol.com

FACCC has been a valuable resource for my work in negotiations. As a new board member, I want to repay the debt I owe. I want to be a part of FACCC's future because it is such a vital part of a winning strategy for the California Community Colleges.

The FACCC professional staff in Sacramento

Patrick McCallum, executive director, *facccexec@aol.com*
Dave Stuart, asst. executive director, *StuartDave@aol.com*
David Hawkins, legislative advocate, *advocatedh@aol.com*
Katherine Martinez, commun. dir., *writefaccc@aol.com*
Janet Oropeza, executive secretary, *faccc@aol.com*
Soni Phuong, clerical assistant, *soni2000@aol.com*
Paul Simmons, membership director, *paulq6r9s@aol.com*
Lyndon Thomson, field director, *LyndonMT@aol.com*
Visit FACCC at ***http://www.faccc.org*** for legislative updates, web-exclusive articles, and member discounts.

Board of Governors

Margaret Quan
Diablo Valley College, Social Science, (510) 820-0499, mquan9197@aol.com

I will continue to work on the FACCC Part-Time Faculty Standing Committee to improve the professional and academic experiences for part-timers. Our goal is to improve education quality by researching and disseminating information regarding part-time faculty use.

John Queen
Glendale, Political Science, (818) 240-1000 ext 5459, jqueen@glendale.cc.ca.us

The Nov. 3 election will have more impact on community colleges than any other. Faculty must help campaigns for pro-education candidates, or else leave important decisions in other peoples' hands. As the new Communications Committee chair, I will make sure FACCC's publications continue to provide a forum for faculty voices.

John Smith
Santiago Canyon, Math, (949) 564-6648, seals511729@aol.com

In this age of term limits, FACCC has an ever larger role to play in informing new legislators about community college issues, and new faculty of the necessity of political involvement. I want to continue to strengthen FACCC's voice this year.

Carrol Waymon
San Diego Mesa, Psychology, (619) 627-2951

FACCC plays an important role in shaping legislation that affects the educational quality of our community colleges. As we move into the 21st century, education becomes more central in preparing students for meeting new challenges. Faculty involvement is crucial.

Lois Yamakoshi
Los Medanos, Math, (925) 439-2181 ext 389, lmcmath@ccnet.com

The November election will determine whether our students have a bright future on the horizon or face major battles with each step. FACCC needs to take the legislative lead to see that it is the first scenario. Together we can make it happen!

Michael Carrillo
Liaison from EOPS, Citrus, (626) 914-8559, mcarrillo@citrus.cc.ca.us

Paul Higgens
Liaison from California Student Association of Community Colleges (CalSACC), (916) 327-2269

Lee Haggerty
Liaison from Academic Senate, Saddleback, Political Science, (714) 582-4855, haggerty_l@sccd.cc.ca.us

FACCC Accomplishments — 1997-98

Legislative accomplishments included lobbying 68 bills, and sponsoring and co-sponsoring seven bills that addressed STRS improvements (unused sick leave and PERS service credit, plus major reforms), service credit calculation for part-time faculty, non-credit funding parity, property tax backfill, creating a state budget category for hiring full-time faculty, and allowing part-time faculty to choose an alternative retirement plan. (See bills' status, page 10)

FACCC joined other faculty and CCC groups to help secure a strong **CCC budget.** At press time, legislators had tentatively agreed upon increases of $348,874,000 ongoing funds and $75,142,000 one-time funds, pending Gov. Pete Wilson's vetoes. These increases include: $100 million for "Partnership for Excellence," which districts can use to hire more full-time faculty; $75 million for instructional equipment, library materials and technology; up to $20 million for backfilling a property tax shortfall; $15 million for hiring more full-time faculty; and $11 million for non-credit instruction.

The budget increases funding to about $3,400 per Full Time Equivalent Student, which is still $2,600 less than the national average.

Growth was 3 percent ($95,4000,000) and Cost of Living Adjustment was 2.26 percent ($73,100,000). More budget details will be available in *InFACCC*.

Through its **free issue forums** and involvement in **professional development workshops**, FACCC was an early leader in faculty discussions of welfare reform implementation, accreditation, alternative financing for facilities, part-time faculty, and the Community College Pledge on diversity.

FACCC also was involved in **policy projects and task forces,** such as the Chancellor's Office 2005 Task Force, the Education Code revision, the performance-based funding proposal "Partnership For Excellence," non-credit matriculation, system diversity, and the **75/25 Task Force that included counselors and librarians in the full-time faculty count.**

FACCC created the **FACCC-Education Institute,** a subsidiary non-profit that opens opportunities for new revenue sources. The institute, directed by the elected FACCC board, will take over most of FACCC's educational and professional development programs. See page 10 for details.

FACCCTS

FACCC Legislative Advocate David Hawkins and Assemblyman Mike Honda (D-San Jose) testified June 10 in support of FACCC-sponsored AB 2804 to improve STRS benefits. The improvements would be funded using the $644 million that the state contributes annually to STRS.

FACCC held its most successful conference in Pasadena, **"The Politics of Educational Technology."** Speakers included gubernatorial candidates Lt. Gov. Gray Davis and Al Checchi, former Assembly Speaker Cruz Bustamante, new Assembly Speaker Antonio Villaraigosa, Assemblyman Jack Scott, Senators James Brulte and John Vasconcellos, and Jet Propulsion Laboratory Director Edward Stone. Many faculty leaders from across the state held sessions on various topics.

FACCC made major improvements to its **Web site** by adding more frequent legislative updates, news and photos. The site has tripled in size during the past year.

The ***FACCC Weekly E-mail Report*** was enthusiastically received by members. The report is the best way to get the latest news from Sacramento. To subscribe, FACCC members should send their name and college to *writefaccc@aol.com* with the subject line "Subscribe Weekly Report."

FACCC increased **membership** by 1,000, thanks to increased recruitment efforts that include the Member Get A Member campaign (led by Field Director Lyndon Marie Thomson) and a contract with Santa Monica College's faculty association. Reaching the goal of 10,000 members by the year 2000 will help FACCC strengthen its political influence.

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FACCC board members Alma Aguilar and John McDowell, above, joined their colleagues during a San Diego phone bank last year to ask FACCC members to participate in the Member Get A Member campaign.

FACCC joined other education groups of the Coalition for California's Future, left, at the Capitol June 23 to protest the governor's plan to reduce the vehicle license fee. A survey found that most Californians would rather spend the $4 billion budget surplus on education.

Professional Development Summary 1997-98

Co-sponsored with Academic Senate for CCC:

- CCC Budget workshop, Aug. 29, Pasadena. Evaluations: 29% excellent, 58% very good.
- CCC Budget workshop, Sept. 12, Chabot. Evaluations: 54% excellent, 36% very good.
- Welfare Reform workshop, Oct. 3, Laney. Evaluations: 25% excellent, 50% very good.

Sponsored by Council of Faculty Organizations (COFO):

- Part-time Faculty Issues workshop, Feb. 21, DeAnza. Evaluations: 42% excellent, 42% very good.
- Part-time Faculty Issues workshop, March 21, Long Beach. Evaluations: 53% excellent, 23% very good.

Free FACCC Issue Forums:

- Budget/Legislation, Aug. 14, Sequoias
- Vision 2005, Sept. 19, Glendale
- Public-Private Partnerships, Oct. 17, Southwestern
- Calif. Virtual U./Western Gov. U., Nov. 21, DeAnza
- Governor's Budget/STRS Reform, Jan. 16, Santa Rosa.
- Information Competency, March 27, Santa Monica

Other FACCC events:

- Faculty Empowerment Seminar, Sept. 5-6, CSUN
- 1998 FACCC Conference, The Politics of Ed. Technology
- Lobby Day, May 4, State Capitol

Professional Development Opportunities 1998-99

Free Issue Forums (FACCC can bring an issue forum to your campus upon request. Call for details.)
Sept. 18 (Laney), Oct. 16 (Cerritos), Nov. 20 (Los Medanos)
Jan. 22 (Rio Hondo), March 19 (TBA)

FACCC/Academic Senate Co-sponsored Workshops
Community College Budget, Sept. 11 (Oakland), 10:30-3:30

1999 FACCC Conference: (see page 11 for details)

FACCC Lobby Day, May 17: Attend a FACCC morning briefing before meeting with your legislators at their Capitol offices. Be sure to make your appointments well in advance.

Other workshops available: FACCC can come to your flex days and discuss the state budget and legislation, the implications of welfare reform, and many other topics relating Sacramento to your college's future. Contact field director Lyndon Marie Thomson.

To register for all events, call FACCC at (916) 447-8555.

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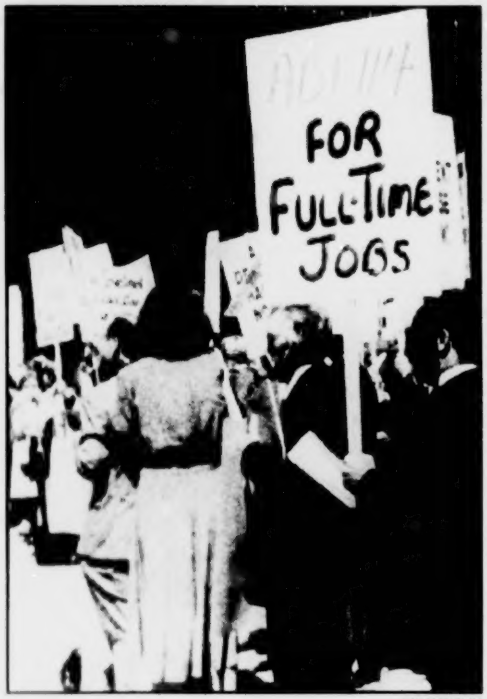

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FACCC vice president Evelyn "Sam" Weiss spoke to faculty in May, above and right, during a Capitol rally to support hiring more community college full-time faculty.

1997-98 FACCC Financial Summary (unaudited)

	1997-98 amount	1997-98 percent	1996-97 amount	1996-97 percent
REVENUES				
Dues	740,954	80.70%	713,366	82.30%
Political Action Committee	103,634	11.30%	99,016	11.40%
Other	73,508	8.00%	54,009	6.20%
TOTAL	**918,096**		**866,391**	
EXPENSES				
Personnel	484,255	51.00%	433,290	51.60%
Lease/office/other	127,495	13.40%	117,903	14.10%
Board/committees	102,704	10.80%	79,273	[illegible]
Political Action Committee	84,215	8.90%	77,545	9.20%
Advocacy/PR	47,590	5.00%	22,205	2.60%
Conference/workshops	37,619	4.00%	34,552	4.10%
Publications	34,888	3.70%	31,676	3.80%
Membership	31,017	3.30%	42,688	5.10%
TOTAL	**949,783**		**839,132**	
Year-end Net	<31,687>		27,259	
RESERVE				
Year-end Balance	104,656		131,781	

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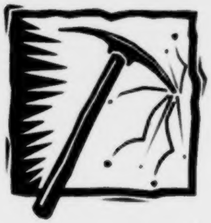

Call For Writers

Want to share your opinions or research with faculty colleagues across the state?

FACCCTS relies heavily on guest contributions. If you'd like to write an essay, article or book review, please contact Katherine Martinez for writers' guidelines at (916) 447-8555 or *writefaccc@aol.com*. Or obtain writers' guidelines from the FACCC Web site at *http://www.faccc.org/facccts/writers.htm*

Moving?

FACCC pays several hundred dollars in postage for returned mail every year. Help us use your membership fees more effectively by notifying us of address changes at (916) 447-8555, *writefaccc@aol.com* or mailing this form to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814.

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If You Can't Count It, It Doesn't Count

by Lou Roseman, Diablo Valley College

The mathematician has reached the highest rung on the ladder of human thought. — Bertrand Russell

I have hardly ever known a mathematician who was capable of reasoning. **— Plato**

Mathematics takes us into the region…to which not only the actual world, but every possible world must conform.
— Bertrand Russell

Round numbers are always false.
— Samuel Johnson

A group calling itself "eco-economists" has set the value of planet Earth at $33 trillion dollars.[1] Total waters are $21 trillion, land is $12 trillion and no value at all is given for deserts, ice packs and tundras since humans have little use for them. We don't count them because they don't count — for human retail purposes.

The absurdity of such calculation is highlighted by the knowledge that earth's nations are spending $1 trillion dollars a year on weapons of war. At that rate, we will have transferred the entire value of the planet into warfare by the year 2030. Earth would then presumably be valueless, as if quantification is the sole basis for value. How much faith can we put in such numbers when we also learn that stock market instruments called 'derivatives' are estimated at $71 trillion, more than twice the value of earth itself?

Thirty-three trillion

Assigning a dollar value to the planet is a clear example of the "reductio ad absurdum" logical fallacy. It would be laughable, if it were not so sad. Sad because people who call themselves ecological (environmental) economists have limited their evaluation to numbers, ignoring others sources of intrinsic value: human, rather than material or mathematical. How do we assign a number to spirit, hope, emotion, creativity, purpose. To life? Can we quantify qualities?

Indeed, Manfred Clymes and others have attempted to do just that: "There must be brain patterns that are characteristic of a persons' inner world…to show that different emotions have characteristic, expressive…brain wave shapes." (*Sentics*, Manfred Clymes, Anchor Press/Doubleday, 1978) They're reducing emotion to the mathematics of electricity. Happily, Clymes' theory has not found much support.

Opinion

Is there a difference between techno-scientific-mathematical "truth" and human ideational "truth"? Or is truth always relative to the context? Our organizational technology yields precision and information at the speed of light, but to what ends? What kind of truths can we arrive at through the "yes" or "no," "zero" or "one" process. What kinds of truth can we not arrive at in that way? Can life be digitized? In choosing between yes and no, this or that, black or white, zero or one, we have eliminated other possible choices. "Either or" washes out the subtleties of context and of concrete cases. It forces us into serious oversimplification. For example: "America, love it or leave it." Why does the "either or" fallacy not apply to digitalization?

Digitalization, zero to one, is a blunt instrument of understanding. It leaves out the fractions in life, crowding out 'partially,' 'maybe,' 'sometimes,' 'under certain circumstances.' Indeed, mathematics itself (fractal geometry) tells us so.

"Unlike a system that responds only linearly to a stimulus, non-linear processes are very sensitive to slight changes in input parameters, producing unpredictable or chaotic behavior...fractal geometry...describes many of the complicated shapes and forms that exist in nature, as well as highly irregular mathematical functions...it is used in biology, geology, physics, chemistry, art and music...unlike regular structures or objects that can have only a whole number (integer) dimension, fractal dimensions can have any positive value. Rivers have a fractal value of about 1.2, a rough mountain surface anywhere from 2 to 3." (*Encyclopedia Americana*, p. 683). The closer we look the less accurate are whole numbers and the less certainty there is.

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[1] May 15, 1997 *San Francisco Chronicle*, "Natural Environment Get A Price Tag — $33 Trillion." (lead author: Robert Costanza, Institute for Ecological Economics, University of Maryland, from the scientific journal *Nature*.)

In modern, post-industrial society we are directing the forces of production through speed, efficiency and calculation. But to what ends?

In modern, post-industrial society we are directing the forces of production through speed, efficiency and calculation. But to what ends? If the goal is profit, then these are rational means. But if the goals are human values and happiness, emotional fulfillment, artistic creativity, then these are the wrong means. Though numeracy and counting are merely one aspect of truth, that which can be quantified, we have built a mythology of absolute and all-encompassing truth around them. Here are some of those myths:

- *Truth is quantitative*
- *Faster is better*
- *Information is knowledge and truth*
- *Whatever can be done should be done*
- *Work should be eliminated as much as possible*
- *All qualities can be reduced to quantity*

But information is not wisdom, and quantity is not quality: "essential qualitative differences are swallowed up in the sameness of quantity...no limited set of propositions can exhaust the content of the experience of the situation...purposes, goals and values are far from being as simple as measurement seems to require...different values are incommensurable with one another. How can freedom be measured against security?" (*Values and Humanity*, Elizabeth Drews and Leslie Lipson, St. Martin's Press, 1971)

Technologists in the last decade have thrown down the gauntlet to sociologists, anthropologists, psychologists, political scientists, philosophers, humanists, religionists, writers, filmmakers, artists and musicians. The overriding emphasis on speed and quantity has gone unchallenged. Fear of being tarred with the dredded word "Luddite" has kept us from questioning technologists' assumptions, goals and conclusions. It is time for us to say: "Technology, yes. However..."

Lou Roseman has taught sociology at Diablo Valley College for 29 years. He is teaching a course called "Technology and Social Change: Critical Thinking About Technology."

Read these FACCC Web Site *Exclusives* at

Only On-Line! **www.faccc.org/pubs.htm**

- ***Teaching On The Internet: Beginning The Journey*** (instructors' experiences at Allan Hancock and DeAnza colleges, links to resources)
- ***Thoughts On Community Colleges*** (Talks with Gloria Romero (D) and Charlene Zettel (R), two Assembly candidates from Los Angeles and San Diego who will likely win their November races.)

For writers' guidelines, see *http://www.faccc.org/writers.htm* or contact Katherine at *writefaccc@aol.com* or (916) 447-8555.

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continued from page 7

governor's attempt to institute a $30 per unit fee as well as slash $340 million from the CCC budget. But K-12 went after our 11 percent share of Prop 98. In last-second negotiations, the split was cut to 10 percent and CCC lost $240 million to K-12. And to curb CCC enrollment and generate revenue, legislators approved a "differential fee" of $50 per unit for any student with a bachelor's degree or higher, and $10 per unit for students without a degree.

During these contentious economic times, some administrators and trustees balked at sharing governance with faculty who questioned their decisions and challenged proposed cuts in programs and staff. In more than a dozen districts, faculty members rebelled by voting "no confidence" in their presidents and chancellors. How deep the tension infected the system was revealed when the state Academic Senate shocked the establishment by giving CCC Chancellor David Mertes a resounding "no confidence" vote. The recession and inability of local leaders, including faculty, to work together in tough times undermined one of faculty's greatest achievements — professional empowerment.

Recovery and Growth, 1996 to the Present

As the state's economy improved, community colleges were recognized as an essential component of the state's economic engine. They performed an impressive variety of educational services, from basic programs for the disadvantaged and immigrants to upgrading the skills of professionals and seeding UC and CSU with transfers. Both Republicans and Democrats began to understand, for the first time and for different reasons, that community colleges are valuable institutions deserving of adequate support. Since 1996, funding for CCC increased by $1 billion in ongoing revenue, and $400 million in one-time-only money for instructional equipment and library materials. In a two-and-a-half year period, community colleges regained more than 100,000 of the students they lost when the differential fee was instituted. This is the largest increase of college students in such a short period that the world has ever seen.

FACCC has helped improve the Prop 98 split, successfully lobbied its bills to provide paid office hours and health insurance for part-time faculty, and is working to improve retirement benefits.

Future Issues

Rather than make Nostradamic predictions about the CCC's long-range future, I'd rather identify a few unresolved items that require careful attention. ***Funding:*** Sure, funding has increased per Full Time Equivalent Student from $3,000 to $3,450, but that's still $2,000 short of the national average. We've got a long way to go. ***Prop 98:*** There's still no defined split between K-12 and community colleges. ***Full and part-time faculty:*** Millions are pumped into programs, equipment, and in a few cases salaries, but incentives for hiring full-time faculty and providing part-time faculty with benefits are disappointingly lacking. ***Virtual classroom:*** What is the significance of and appropriate role of the "virtual" classroom and the California Virtual University for the CCC? ***Shared Governance:*** How do we assure that faculty empowerment and shared governance survive recent attacks? We don't want to return to the days of paternalistic governance that undermined the system's integrity and created a legislative backlash.

Future Politics

California will have a new governor who may resolve some of the above issues. Either Dan Lungren or Gray Davis will be more supportive of community colleges than Gov. Pete Wilson was, though FACCC believes Gray Davis will be far and away the better "education governor." If Davis wins, CCC will probably have a defined Prop 98 share, property tax backfill, low fees and more full-time faculty. The challenges of having to tackle anti-tenure bills and high fee increases will be over, and the CCC Board of Governors and the Legislature will be easier to deal with. FACCC and the CCC will be able to focus on faculty training (see page 8 for information on the FACCC-Education Institute), the mix of programs and technology use. Above all, regardless of who is the next governor, we must foster a high-quality, student-responsive system that is sensitive to the educational, economic and technological needs of our communities.

Today, FACCC has 8,000 members and an excellent board of governors and staff. As the membership grows, I predict FACCC will continue to champion faculty empowerment and the general welfare of the students we all serve. I believe the future will be good for FACCC and the California Community Colleges.

After 17 years as FACCC's executive director, Patrick McCallum is leaving to start his own business for consulting, strategic planning and advocacy.

Book Review

Self-Revealing Style Marks *Conceptual Animal*

HP-3 *On Being a Conceptual Animal*
by Arthur Niehoff
The Hominid Press, Bonsall, CA
307 pages, index. $13.50 **FACCC Member Price: $10.50**

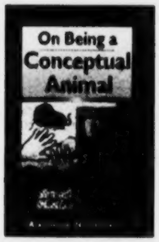
Reviewed by Mona Field,
Glendale Community College

With an intriguing title and nicely designed cover, *On Being A Conceptual Animal* beckons to anyone interested in human behavior.

Arthur Niehoff, the author of several other books, taught anthropology for 35 years and has an introspective, curious approach to his work. He has mostly spent his career and retirement years in California, so the setting of his explorations/essays is familiar territory, including South Pasadena and a "hilltop" ranch in northern San Diego county.

One of Niehoff's theories is that human beings get bored easily and therefore seek stimulation. His solution to the problem is to create a life (in his retirement) that involves a mix of leisure, physical activity, intellectual pursuits and sexual escapades. As a retiree, he now has the opportunity to write about his life and reflections, so he indulges himself in a wide-ranging series of essays including topics such as his work for the U.S. government in Laos, his stint doing research in Nigeria, his first job interviews, and his two divorces.

Niehoff entered academia through what he calls the "slave markets" of the American Anthropological Association, and his recounting of the job-seeking process and the "publish or perish" mode of the universities is somewhat interesting for community college faculty members whose academic experiences may differ considerably from Niehoff's.



The essays also involve first-person accounts of his physical and emotional states throughout his long career. Among the more unusual essays is his rumination on the role of avocados as aphrodisiacs as well as tax shelters. We learn that avocados were originally called the "testicle fruit" by the Aztecs and that he has experimented with fertility rites in his own tax-sheltering avocado grove. He describes in detail his brushes with his own mortality and his conversion to vegetarianism as a way of life. He grouses about being called a "senior citizen" and reflects on the more respected role of elders in other cultures.

Ultimately, this collection of essays is probably intended for people like Niehoff: retired with plenty of leisure time. His self-revealing style can be seen as commendable or perhaps just as annoying; how many readers are interested in someone else's precise bowel habits (a topic he explores in the context of explaining his post-stroke recovery)? It seems clear why this book is self-published: is has a distinctly self-indulgent ("everything I think or do is fascinating") tone.

While Niehoff appears to have the illusion that this book could actually be a supplemental text for an introductory anthropology course, I would never recommend it to students. They would surely come away with a bizarre sense of the field. Niehoff would probably be fun to meet at a conference and have a drink with, but his book is recommended only to those with lots of free time.

Mona Field teaches political science and is co-author of the eighth edition of California Government and Politics Today.

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Part-Time Faculty

Cold Reality About Rent, Taxpayer's Apathy

EMILY STRAUSS

My rent went up $100 in June. It worked out to a 14 percent increase, from $700 a month to $800 a month for a one-bedroom apartment in Silicon Valley.

Opinion

My last salary increase was 2 percent at one college and nearly the same at another. I called the property manager after doing a little economic research and told him I thought a 14 percent increase was excessive, given most of the area economic indicators were running 7 to 8 percent annually.

Since he didn't know who I was, I introduced myself and told him briefly about my situation. This was not to beg for mercy, but to try to work out a compromise that would allow me to work, pay rent and buy my own insurance all at the same time.

First we discussed economics: the cost of living, housing index, index of leading indicators, prime interest rates, unemployment rates, housing starts, etc. He wasn't impressed, and when I offered to send him all the data, he told me not to waste my time. It wouldn't affect his decision because none of those figures had anything to do with keeping the property at standard market values.

I explained next that I was a long-term tenant (one of the three longest in our complex), and second that I was a public school teacher. I thought that might buy some favor. "Oh, high school?" he asked eagerly. I should have said yes. Instead I replied, "No, community college." His tone dropped. In fact, I explained, I don't have any full-time job. I work at several part-time jobs without any benefits, and support myself that way. I said I work hard to help educate our society and though I realize his responsibility is to maintain rental property incomes for his clients, I hoped I deserved some consideration too for my "value added."

He started offering suggestions, like any reasonably-educated taxpayer might. He wasn't really a bad guy. "It sounds like you need to earn more money, if you don't mind my saying so." I did, but I didn't say that. I explained that my salary is set by negotiated contract and that raises are scheduled far in advance. "Well, maybe you just need to work more hours" was the next piece of advice. I explained that I already worked about 150 percent of what a fully-employed peer performs, four nights a week and Saturday too, sometimes. I didn't see how I could put in any more hours. But thanks for the suggestion. He said he'd have to research my case and get back to me.

He called back two days later and told me there was nothing he could negotiate. He had a fiduciary responsibility, you know, to his client, to ensure rental incomes remain at average market levels. He could lose his contract if he failed to perform. However, he had a couple more ideas for me. Maybe I needed to get another job, one that pays more, you know. Aren't there any full-time teaching jobs out there? I explained a little about the labor market in my field, English as a Second Language, for community college teachers (impossible), and threw in a reminder that it is we ESL instructors who prepare immigrants for economic success so they can pay rents to sustain real estate incomes for investors.

He had one more suggestion. "In that case, it sounds like you're in the wrong career. Not that it's my business, but maybe you should consider another field."

Thank you, Mr. Taxpayer. I can now see how deep your commitment to public education is, how much you value the services of higher education and those like me who have committed 24 years to a career, my only career, to promote literacy in our society. I told him he had just forced me to drop my private health insurance policy, and that as a taxpayer, I hoped he wouldn't mind if I cost him some money at the county hospital the next time I needed services. He didn't seem to mind. Just brought up the market and how it allows him and his client to increase their average return on investment.

So now I pay more rent. Just like that. I suppose I should go back to the union and ask for a 14 percent raise, which they'd laugh at. What an enormous increase that would be! Unheard of. Except in the real estate market. Actually, according to this average taxpayer, what I really should do is get out of teaching. It's obviously not lucrative enough, and there's certainly no prestige or other value attached to it. Now, if I had been a high school teacher, who knows? Maybe I would have gotten a break.

Emily Strauss teaches at San Jose City and Mission colleges and was FACCC 1997 Adjunct Faculty Member of the Year.

STRS OK, But Retirees Want Camaraderie

Tom Scanlan

What benefits can a retiree look forward to besides the monthly STRS check and maybe a small annuity from an early retirement incentive?

Well, there's no more getting up early each day for classes and no more papers to grade, and that's not so bad. But there are parts of campus life that most retirees will miss, especially the many colleagues and friends they knew there.

Can you have your cake and eat it too? Maybe. I can tell you what our own two-college district (just east of San Diego) has done, and what we'd like to do.

The Grossmont-Cuyamaca Community College District approved a 1989 benefits package that provides the following:

- A "gold" identification card that lists the benefits
- Free staff parking
- Free library card
- Tuition reimbursement for retirees and their spouses taking regular classes
- A 50 percent discount on Extended College classes
- Bookstore discounts, except texts
- Discounted non-litigious attorney service
- Use of campus athletic facilities (must enroll in applicable class)
- Invitation to retirement activities
- Professor Emeritus — for qualified certificated retirees
- Discounts for on-campus theater (available in the past)

The district traditionally hosts a breakfast for all retirees during the week preceding fall classes and a luncheon for all emeriti during the spring semester. It also pays for the production and mailing (each April, July and November) of our newsletter, *the GCCCD Grapevine*. If you'd like to take a look, it's available at our college Web site: *http://www.gcccd.cc.ca.us/grossmont/Publications/Publications.html.*

Free home Internet access and e-mail are now available to retired faculty members throughout the district, and they can set up their own Web pages on the college server.

Most of these benefits came from the work of a small group of faculty and administrators who had worked on an early retirement incentive package. We felt these additional benefits would provide further incentive and help maintain a desirable tie between retirees and the college. Most of us in that group then retired, which suggests we were pretty successful.

There's more we could do for our retirees, but no district retiree organization exists. In 1991-92 a small group of retirees, including some from the original group, attempted to form a Certificated Retirees' Organization. A mail poll showed there was not enough interest at that time, so the group abandoned its efforts. There were also a small number of special interest groups formed in 1990 to discuss topics such as writing and travel, but I'm not aware of any such groups still meeting now. Unfortunately, there is also no group of retirees specifically assigned to such matters as sympathy or support to deal with bereavement or major illness. Retiree matters are handled through the college district's Risk Management/Benefits office. If the district were to provide some office space and perhaps a nominal hourly compensation, one or two retirees could work part-time to help with retirement matters.

A small number of district retirees took matters into their own hands last year. We meet on the first Tuesday of each month at a popular restaurant near Grossmont College for breakfast or coffee and informal conversation and camaraderie. We felt that the once-a-year, district-sponsored breakfasts were too infrequent and structured to allow for socializing.

With the growing number of retirees in our district, nearly 300, and the selection of a new district chancellor and college president this fall, it may be time to once again consider forming some type of retirees' association.

I'd appreciate hearing suggestions from other retirees.

Tom Scanlan is a Professor Emeritus at Grossmont College, where he taught physics and astronomy from 1964-1990. His e-mail address is tscanlan@gcccd.cc.ca.us. *Visit his Web page* http://www.gcccd.cc.ca.us/grossmont/FacultyPages/ScanlanT/TScanlan.html.

Achievement

FACCCTOTUM

It takes ordinary people to do extraordinary things.
— Dr. Tom Dooley

If one is lucky, a solitary fantasy can totally transform one million realities.
— Maya Angelou

Every kind of peaceful cooperation among men is primarily based on mutual trust and only secondarily on institutions such as courts of justice and police.
— Albert Einstein

In the end, we will remember not the words of our enemies but the silence of our friends.
— Martin Luther King, Jr.

Each problem that I solved became a rule which served afterwards to solve other problems.
— Rene Descartes

The more the years go by, the less I know. But if you give explanations and understand everything, then nothing can happen. What helps me go forward is that I stay receptive, I feel that anything can happen.
— Anouk Aimée

My mother drew a distinction between achievement and success...achievement is the knowledge that you have studied and worked hard and done the best that is in you. Success is being praised by others, and that's nice too, but not as important or satisfying. Always aim for achievement and forget about success. — Helen Hayes

Do or do not. There is no "try!"
— Yoda

Action is the antidote to despair.
— Joan Baez

The secret of success is consistency of purpose.
— Benjamin Disraeli

When you get into a tight place and everything goes against you, till it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn.
— Harriet Beecher Stowe

FACCC and Its Shadows

Lobbying your legislators is not as difficult as you think.

With help from FACCC Legislative Advocate David Hawkins, you'll know exactly how to prepare for your meeting.

- **Schedule a campus visit, so your legislators can see your campus and talk with you and your colleagues about your concerns.**
- **Become a "shadow" for a day while you accompany David on his rounds at the Capitol.**
- **Join the FACCC Advocacy Network. You'll know when to contact legislators on a specific issue.**
- **Participate in FACCC Lobby Day on May 17 in Sacramento.**

Contact David Hawkins about any of the above at (916) 447-8555 or *advocatedh@aol.com*.

FACCC

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FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 5 Number 2
December 1998

Find out how FACCC orchestrated the biggest faculty retirement improvements in 25 years

Page 15

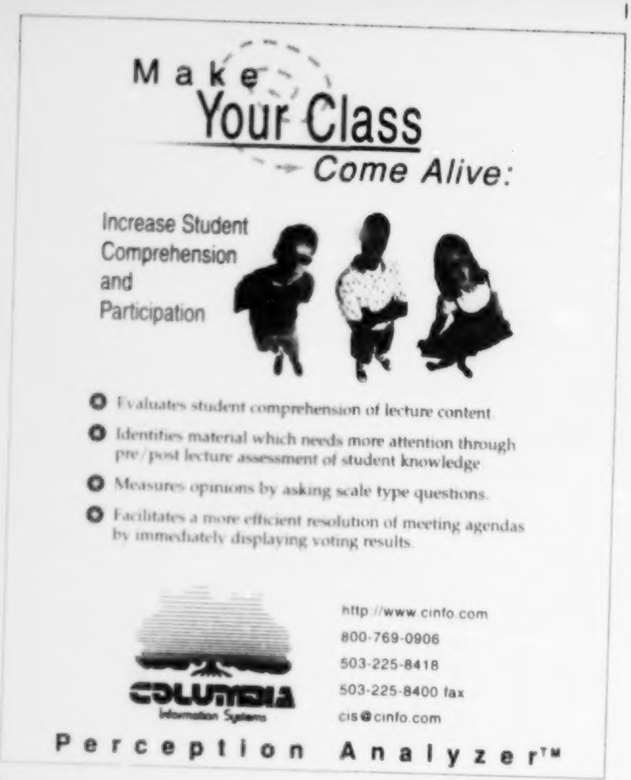
FACCC
Retirement Plan
STRS

Featuring essays by:

- **Michele Colborn Harris of College of the Canyons,** "Canyons PTers Want Full-Time Jobs," p. 31
- **Jean Lecuyer of Glendale College,** "Citizens Commission Report Misses Mark," p. 10
- **John McFarland of Sierra College,** "Speed Freaking In Higher Ed," p. 24
- **Carolyn Russell of Rio Hondo College,** STRS: "Grit, Grassroots and Glory," p. 16
- **Andra Verstraete and Mona Field of Glendale College,** Welfare Reform: "Glendale Mothers Prepare For Teaching Careers," p. 21

"Degrees of Shame" Informs Public of Part-Timers' Plight, Inspires Faculty

A video documentary about part-time faculty working conditions in higher education is making its way around the country, mostly by word of mouth. *FACCCTS* talks with Cincinnati producer and director Barbara Wolf, page 29.



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>
> —Albert Einstein

* * *

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Inside

How the STRS Package Affects You Page 15

This special section explains how to calculate your new retirement benefits, how the changes affect all faculty, and who faculty should thank for the improvements. Read faculty member Carolyn Russell's first-person account about the grassroots efforts that successfully convinced state legislators to pass the retirement package.

Speed Freaking In Higher Ed Page 24

Sierra College history professor John McFarland explains the connection between McDonald's, the University of Phoenix, and the California Community Colleges' infatuation with fast-track classes. Do students want an education? Or just what an education can get them?

Features

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WHAT'S NEW / WHAT'S NOT

On the cover: FACCC-sponsored AB 2804 (Honda) is funding the largest retirement benefit increases in 25 years. Just think what faculty could accomplish if *every* FACCC member recruited a new member. See page 8 and 9 for details.

FACCCTS

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Different Student Successes Should Count

Evelyn "Sam" Weiss

Value added, return on investment, accountability — these are the buzz words in Sacramento and Washington, D.C.

It seems every piece of legislation requires educational institutions to document that they're doing what they're supposed to do. This trend started several years ago and is a fact of life that will continue. Legislators want to know the money we receive is spent to increase our students' success.

Do we believe we're doing a good job? Are we improving the lives of those we serve? Can we prove it? Is this something that should concern us? I believe the answer to all these questions is "yes." Community colleges do an outstanding job of educating Californians. We know students vote with their feet; our enrollments keep growing. Community colleges are the places people come to to learn English so they can improve their ability to make a living. We are the primary providers of workforce preparation both for initial job skills and retraining. We do an excellent job of preparing students to transfer to four-year schools. Indeed, many of our students do better after transferring than students admitted directly to four-year universities.

What should concern us, however, are the measures used to prove our worth. We know our students come to us for many reasons. But these reasons don't convert easily to numbers we can send to Sacramento to prove we're doing a good job. The student who enrolls in a computer class, then leaves before completing the semester because she got a job has met her goal. Is she a failure because she didn't complete her class? If you're just counting numbers, she doesn't count as a success. Somehow we need to develop accountability measures that will count her as a success. What about the mother whose child becomes ill mid-semester and who leaves to take of him? The student re-enrolls two semesters later. Is this a failure?

What about the student who declares transfer as his goal and takes a business class, then goes on to complete a certificate but never transfers? This student will count as a completer but did not achieve his stated goal.

Don't forget the 20-year-old woman who completes all the transfer work, but gets married during college and discovers she is pregnant in the last semester. She waits two years before transferring. She doesn't count as a transfer because she didn't transfer immediately.

I think you see what I'm driving at. I'm not afraid of accountability. I'm proud of the job community colleges do. We are the last best hope for the people of California. It doesn't matter what happened in your educational past — we'll take you in and help you to reach your goals no matter what they are.

The difficult part is devising a system that doesn't punish us for success defined by our students, or for circumstances beyond our control. We as faculty members do everything we can to assist our students in attaining success. Community colleges must publicize the good work and opportunity they provide, and at the same time, work together to develop an accountability system that will satisfy Sacramento and Washington, D.C. legislators. It must be a system that recognizes many different student needs and one acknowledging that what appears to be a failure, might to the individual student be a tremendous success.

Sam Weiss is president of FACCC and a nursing instructor at Golden West College. E-mail her at sweiss4514@aol.com.

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View From The Front

Faculty Activists *Do* Make A Difference

David R. Stuart

Faculty involvement and activism is more important than ever.

In late August FACCC recognized that months of advocacy efforts had reached a critical point. We called on you to take action and make a difference. Faculty members wrote hundreds of letters in response to FACCC's request. **The result: the largest increases in STRS benefits in 25 years,** funded by FACCC-sponsored AB 2804 (Honda). *(See special section, p. 15)*

While FACCC worked for more than a year "behind the scenes," faculty members' activism throughout the state was a key in convincing Gov. Pete Wilson to sign AB 2804 and related bills. Your voice was heard.

The November elections were another critical point. Once again FACCC asked you to make a difference. Your FACCC Board of Governors endorsed candidates and issues in the best interests of community college faculty and our students. FACCC used your Political Action Committee donations strategically throughout the primary and general elections. FACCC staff members determined key races upon which to focus our efforts. But once again, in the end, the difference came down to your individual actions.

Go to your legislators' district offices...tell them about your experiences as a faculty member — give a face and a voice to the issues.

The pundits had a field day discussing the impacts of the Clinton scandal and the Republican response to it, voter apathy and impacts of third party candidates. The polls and some recent history suggested that, for example, a relative handful of votes might decide the governor's race: Brown won by 179,000 votes in 1974, Deukmejian by 94,000 votes in 1982, and Wilson by 266,000 in 1990.

The result: voter turnout was good (about 54 percent, counting provisional and absentee ballots.) And across the state and nation, exit interviews indicated that education—not character—was the defining issue of the 1998 elections.

FACCC-endorsed Gray Davis was elected governor (and won by 1.45 million votes.) Proposition 1A, the $9.2 billion school construction and repair bond, passed handily. In the statewide office races all the pro-education candidates endorsed by your FACCC Board were elected. In the state legislative races 90 percent of the pro-education, FACCC-endorsed candidates were elected.

While the election results are certainly a victory for the Democratic party, they can also be interpreted as a victory for education. Every one of the pro-education Republican candidates that FACCC endorsed were elected.

Your activism made a difference in electing state legislators who will support community colleges and faculty. And in this era of term limits your ongoing relationship with your elected representatives will be of great significance.

Build upon the contacts you made during the campaigns. Go to your legislators' district offices and inform their staffs of community college issues, invite representatives to your campus, tell them about your experiences as a faculty member—give a face and a voice to the issues. Remember that they will have to learn about hundreds of state issues in a very short time. Make it easy for them to understand community college issues on a very human, personal level.

Your involvement may be the deciding factor in any of the issues on the FACCC 1998-99 legislative agenda: continuing to improve STRS benefits, obtaining seniority hiring rights for part-time faculty, adopting a plan for achieving 75 percent full-time faculty, a fair split of the Proposition 98 funds, a permanent property tax backfill, a health services fee backfill, increased funding for part-time faculty office hours and health benefits, equalization of non-credit funding with K-12 adult ed., etc.

We have a lot to do. While FACCC will continue to be a voice in Sacramento for all community college faculty, we will call upon you again to make a difference. I have great faith in your response and in our collective efforts.

Dave Stuart is interim executive director of FACCC.

FACCC FAQs

"FACCC represents faculty interests extremely well in the political process. FACCC's successes in the state budget and legislation are critical to faculty interests, whether it's increasing the budget for the CCC, improving our STRS benefits or defending tenure."

— John McDowell, Los Angeles Trade-Technical College

What is FACCC?

The Faculty Association of California Community Colleges is your professional association, a policy development and advocacy organization founded in 1952 by community college faculty. *Since virtually every part of your professional livelihood is controlled by legislators* in Sacramento and Washington D.C., you need a strong, focused advocate where the decisions are made. FACCC is led by a 19-member Board of Governors elected at-large by all FACCC members. The board also includes liaisons from the state Academic Senate and CalSACC (students).

What has FACCC done for faculty lately?

FACCC led the coalition that convinced Gov. Pete Wilson to sign into law Sept. 27 the biggest STRS improvements in 25 years. FACCC-sponsored AB 2804 funded the $944 million package. Faculty members who retire on or after Jan. 1 will see their retirement benefits increase an average of $600 per month. See page 15 to hear about it from your colleagues.

Why should I belong to FACCC, my local senate and union?

You need all three. Your senate deals with curriculum and academic issues. Your local union negotiates your contract, handles grievances, and works hard to improve your working conditions. FACCC represents your interests, both legislative and regulatory, at the state and federal levels. There are five different unions representing community colleges faculty in California; some colleges have no unions.

FACCC has members and representatives in all the community colleges, and stands before the various state and federal agencies to ensure that there is an undivided community college voice. FACCC represents your interests so your college will have the funding that your local union negotiates, along with adequate legislative protections for your profession and your students. **Questions?** Contact membership director Paul Simmons at (916) 447-8555 or *paulq6r9s@aol.com.* See more staff contacts, page 30.

"About half of the faculty members I talk to...quickly realize that EVERY aspect of their professional life is touched by decisions in Sacramento and Washington, D.C This is where FACCC works on our behalf. We need to continue to educate the legislators regarding community college issues, so that our students have every opportunity to succeed." — Lois Yamakoshi, Los Medanos College

- -

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The **Member Get A Member** campaign, commemorating California's Sesquicentennial with the theme "Go For The Gold," is meant to build faculty's political influence by increasing FACCC's membership.

When you sponsor new members, you'll receive thank-you gifts such as Hershey gold nuggets, a tin of Mrs. Fields Cookies, phone cards and grub for two on the town.

For every four members you sponsor, you have the chance to win the drawing for the summer 1999 "Eureka Europa!" trip for two.

A series of drawings will take place April 30; prizes will include dinners with FACCC staff members, and an all-expenses paid visit with legislative advocate David Hawkins in Sacramento.

Member *Get a* Member

Start today by requesting a membership campaign packet from field director Lyndon Thomson, *LyndonMT@aol.com* or (916) 447-8555.

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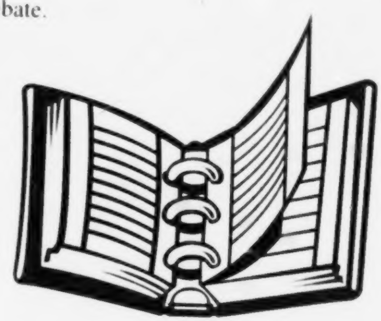
Citizens' Commission Report Misses Mark

by Jean Lecuyer
Glendale Community College

The California Citizens Commission on Higher Education has published an analysis of the community colleges' problems and some recommendations to solve them.

Some of what the commission says is quite appropriate, and some should be questioned and debated. Here are a few comments as a contribution to this debate.

1. It is difficult to find a coherent vision in what the commission proposes for community colleges. On the one hand it seems to call for nimble units capable of responding efficiently to demand. It suggests ditching the Education code in favor of an accountability system, "a framework oriented toward expectations and outcomes, not mandates."



At the same time, the commission proposes more centralization and a more cumbersome system of governance that almost excludes faculty. Our boards of trustees of five to seven elected officials would now become councils of 17 members, 13 of which would be political appointees; the other four would represent the four campus constituencies.

It seems to this observer that the first part of the vision is the right one for our time. Free the colleges from the idiosyncrasies of the Education Code, replace it with a "brief, concise and non-regulatory framework," give power to the colleges, and hold them accountable. Then give the Chancellor's Office more muscle so it can interfere promptly and decisively in non-functional districts, have it suggest collective bargaining guidelines, but leave the process at the local level. After all, why shouldn't a college that is run well and efficiently share the benefits with its employees? And why shouldn't managers and employees face the consequences if they do a poor job? And if things get out of control, let the Chancellor intervene and replace the incompetents, whether administrators, trustees or faculty leaders.

One might point out that the faculty has objected to performance-based funding, but it is more a question of what the performance indicators are. Using graduation or transfer rates, for instance, would reward the colleges that have students from a middle-class, college-educated population, hardly the institutions with the most difficult task to accomplish. This is admittedly a difficult issue that needs more research and some healthy debate, but given a fair evaluation scheme, most of us would probably not mind: we are usually proud of what we do and willing to stand by it.

The second part of the commission's vision is hard to understand. If accountability is to be demanded, it must go with a great deal of local autonomy. Yet the commission proposes to take away most of the college constituencies' power and give it to a heavy council of political appointees responsible to no one. How the commission could have come up with such a clunker is a mystery! These are business people, yet none of them works in a business set up this way, and no modern management book would recommend such an arrangement. Quite the contrary. More and more businesses are advised to decentralize, be flexible, use information systems to reduce the hierarchy, give control to the employees, and then hold them accountable. This is just what the first part of the vision recommends, and it makes sense; the second part does not. Taking the influence away from faculty and then expecting accountability is a recipe for failure. The commission there is simply out to lunch.

2. The commission seems to have been very influenced by the Los Angeles district's problems. But it is probably fair to say that a good deal of these problems come from the size and the centralization of that district. What we hear today as remedies are calls for local autonomy, local budgets, and decentralization. This is close to the first part of the commission's vision, and a good example of why the second part does not work. Of course the commission is worried about undue faculty influence in trustee elections, and this is a fair concern. In the absence of accountability, a shortsighted union could sponsor foolish trustees who would give it unfair advantages at the expense of the college's educational mission. In answer to this concern, the following three points should be considered:

(a) There are quite a few problem boards of trustees and in many, if not most, cases the faculty has nothing to do with it. Even in the Los Angeles district it is hard to imagine the faculty supporting the extravagant central office expenses that the board approved.

(b) When properly exercised, the faculty influence in board elections can be quite beneficial. It can weed out the crazies and the candidates with an agenda, and encourage decent and competent candidates to run. This is precisely the experience of Glendale College and there are many others like it. The commission should not be afraid of faculty intervention: it should welcome it and demand that it be done wisely.

Our mission is quite different. So we need to be taken for what we are, not forced into the UC or CSU mold.

(c) A good accountability system and a strengthened Chancellor's Office should be enough to quickly take care of the aberrant cases.

3. The commission would like the community colleges to be run like the other two sectors of higher education: the University of California and the California State University. But we are not like them. We are 107 campuses organized in 71 districts. That is very different from the nine UC campuses and the 22 CSU ones, and numbers here do matter. In addition, our mission is quite different. So we need to be taken for what we are, not forced into the UC or CSU mold. Traditionally, community colleges have been more responsive to their communities' needs: that should continue and even be improved in this era of educational and technological changes.

4. One problem that the commission did not touch, and perhaps does not want to see, is that the quality of management in community colleges is very uneven. Barry Munitz, the former CSU Chancellor, called higher education administration "the last bastion of proudly amateur management." Nowhere is that more true than in community colleges, and most of us have horror stories that can attest to that.

Part of the reason is that administrators usually come from faculty ranks, as should be, and so are trained and experienced in fields quite unrelated to management. They get some practice by chairing divisions or faculty organizations, but few colleges, if any, have a systematic program to find and develop managerial talent.

In addition, as many observers have pointed out, too many candidates who move up the administrative ladder tend to be of the non-controversial type. As Munitz says, this "almost guarantees a relatively passive and non-entrepreneurial person because people who have battled for greater excellence, less economic waste, and new ways of doing things are almost certain to have made some enemies." There is a middle ground, however, between the passive non-controversial administrator and the one who cannot make changes without antagonizing everyone. But it is a treacherous area and it takes real talent and good training to find one's way there.

Perhaps the commission ought to recognize the limits of our current management development process and recommend ways to improve it. It could also recommend ways to encourage and educate good candidates for the board positions that are available. This would be far more fruitful for the colleges, and accomplish the commission's goals far more effectively, than blaming the faculty, trying to reduce its influence, and saddling colleges with an unmanageable and unwanted governance structure.

Jean Lecuyer is a physics professor at Glendale Community College.

To comment on this essay, e-mail a letter to the *FACCCTS* editor, *k7martinez@aol.com*. See page 4 for details.

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[2] "Wanted: New Leadership for Higher Education," Barry Munitz, Planning for Higher Education, fall 1995.

FastFACCCTS

Part-Timers Form Association

A group of community college part-time faculty has formed a new statewide organization to advocate for fairer salaries and benefits.

The California Part-Time Faculty Association ratified a constitution Oct. 3-4 in Bakersfield. CPFA's mission is to promote professional equity within the California Community Colleges. The group was born of an Aug. 7-9 meeting in San Luis Obispo organized through the FACCC-created part-time faculty listserve. (Subscribe by e-mailing *mailserv@cerritos.edu*, with the message: Subscribe ccc-parttime-list. Do not include any additional text. Post a message on the list by e-mailing *ccc-parttime-list@cerritos.edu)*

The next meeting is set for Feb. 6-7 near Sacramento. The CPFA Web page is *www.surfari.net/~rsutter/elchorro/sacto.html.*

FACCC Member Wins Award

FACCC member Cathleen Kennedy was one of four academics named Outstanding Professors of the Year by the Carnegie Foundation for the Advancement of Teaching.

Kennedy is a computer and information science professor at College of San Mateo. She developed a computer laboratory that gives students experience with new hardware and software. "What I'm really happy about is that the profession of teaching is being recognized," Kennedy said in the Oct. 16 issue of *The Chronicle of Higher Education.*

Among the professors of the year chosen from 47 states, Washington, D.C., Guam, Puerto Rico and the U.S. Virgin Islands was Elizabeth Barkley, a music professor from Foothill College.

FACCCTS

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STRS Legislative Director Ed Derman, top, gave Cerritos faculty members an overview of the retirement improvements funded by FACCC-sponsored AB 2804 during a free Oct. 16 FACCC Board of Governors issue forum. FACCC members, above, listened to forum presenters. FACCC is planning more free workshops.

Microsoft, U. of Texas Sign Deal

The University of Texas struck a $6.3 million agreement with Microsoft to provide copies of many of the company's products to every student, professor, and staff member in the 15-campus university system.

The university and software corporation signed a four year, $6.3 million contract that gives people in the system access at no charge, to a wide range of software that may be used on their campuses or in their homes, according to The Chronicle of Higher Education Sept. 18 issue. The deal affects 146,000 students, along with 74,000 faculty and staff members.

Critics say it gives the company an unfair advantage over other software vendors, but the licensing agreements are non-exclusive, allowing institutions to continue purchasing software from other companies.

Part-Time Hires Increased 91%

Total part-time faculty in higher education institutions increased 91 percent from 1976 to 1995, according to a National Center for Eduation Statistic report.

"Fall Staff in Postsecondary Institutions, 1995," discussed in the September issue of NEA Higher Education Research Center *Update*, showed that part-time faculty increased from 199,139 to 380,884.

Full-time faculty increased 27 percent, from 434,071 to 550,822. Full-time new hires decreased 17 percent, from 37,302 to 30,785.

Poll Shows Education Views

A new public opinion poll released by the Association for Supervision and Curriculum Development shows how the American public sees the 21st century classroom.

Slightly less than half (49 percent) of those polled believe technology will enhance the educational system and 44 percent view it negatively. Younger people and college-educated people are most likely to hold this negative view. Looking back, however, nearly one in three Americans cite technology as the most important way that public schools have improved over the past 25 years.

Nearly half (49 percent) of those polled think education will be delivered outside of the traditional public school system but are split as to whether this is a positive or negative trend. While roughly half view vouchers as a positive alternative, more than half (55 percent) do not see vouchers playing a key role in the future.

Voc Ed Amendments Pass

Congress passed a compromise version of H.R. 1853, the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 on Oct. 8.

The bill's passage ended a four-year effort to reauthorize the federal vocational education programs, according to the Oct. 30 *Federal Update* by Linda Michalowski, the Chancellor's Office director of federal relations. The bill, sent to the president for his signature, maintains the basic structure of VATEA as a distinct program focused on education. New accountability requirements are one of the most significant features of the legislation.

For more information, see the Chancellor's Office web site at *http://www.edu/esed/voc_ed/cccco.html* under "Carl D. Perkins Feedback."

Chancellor Discusses System

Chancellor Tom Nussbaum talked about the colleges' progress and his agenda for the year in his "State of the California Community Colleges" address at the Oct. 1 fall leadership conference.

Probably the biggest sign of progress is the colleges' greatly improved funding, he said. The system's base budget has increased by over $1 billion over the past three years: a $355 million increase in 1996-97, a $360 million increase in 1997-98 and a $295 million increase in 1998-99.

Among Nussbaum's 11 "next steps" for the coming year: maximize resources so that the colleges can continue to lead the state's economic and social revitalization; successfully implement the Partnership for Excellence; develop and secure passage of a comprehensive resolution to the full-time/part-time faculty issue; and improve community college governance at all levels.

Call For Applications

The Institute for Information Literacy Immersion '99 program is now accepting applications. Immersion '99, which is limited to eighty participants, will offer two tracks: (1) Track I is designed for new librarians and librarians new to teaching; and (2) Track II is designed for experienced instruction librarians who seek to further develop, integrate, or advance an information literacy program within their institution.

Immersion '99 will be held at Plattsburgh State University of New York, July 23-28. The application deadline is Jan. 8. For more info and an application, see *www.ala.org/acrl/nili/immerapp.html*. Or contact Esther Grassian, Electronic Services Coordinator, UCLA College Library, Box 951450, Los Angeles, CA 90095-1450, phone (310) 206-4410 or *esther@library.ucla.edu.*

See FastFACCCTs, next page

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez at (916) 447-8555 or *k7martinez@aol.com*

FastFACCCTS

New FACCC BOG Members

Two new FACCC Board of Governors members were appointed Oct. 17 to fill vacancies.

They are Sondra Saterfield of Cañada College and Robert B. Yoshioka of Allan Hancock College.

Saterfield has worked as a counselor and teacher since 1969. She is currently a counselor and professor. To contact Sondra, e-mail *saterfield@smcccd.cc.ca.us*, call (650) 306-3288 or fax (650) 306-3457.

Yoshioka, a social studies instructor, has taught off an on for 30 years and will serve as the FACCC BOG's part-time faculty representative for Southern California. To contact Robert, e-mail *rby2oz@impulse.net*, call (805) 937-2786 or fax (805) 937-4880.

See *www.faccc.org* for more information on the new FACCC board members.

New FACCC Staff E-mail

Two FACCC staff members have new e-mail addresses.

Reach Katherine Martinez, communications director, at *k7martinez@aol.com* (formerly writefaccc@aol.com), and Janet Oropeza, executive secretary, at *OhMitey1@aol.com* (formerly JanetCO@aol.com). See page 30 for more FACCC staff contacts.

FACCC BOG Liaisons

- *FACCC BOG Liaison to Academic Senate executive committee:* John McDowell.
- *Academic Senate executive committee liaison to FACCC BOG:* Lee Haggerty (vice president).
- *CalSACC liaison to FACCC BOG:* Michele Bonds (president).
- *CCCEOPSA liaison to FACCC legislative and advocacy committee:* Antonio Flores.
- *FACCC BOG liaison to CPEC:* Carolyn Russell.

1998-99 FACCC Board of Governors Committees

Executive Committee & Budget Oversight
- Sam Weiss, chair (exec.)
- John McDowell
- Mary Ann Newport, chair (budg.)
- Carolyn Russell
- Leslie Smith

Dave Stuart, staff

By-laws task force:

John Queen, chair
Rich Hansen
John Smith

Communications
- John Queen, chair

Board as a whole
Steering task force:
- Fran Chandler
- Jean Lecuyer
- John McFarland
- Dave Megill
- Mary Ann Newport

Katherine Martinez, staff

Nominations and Elections
- Leslie Smith, chair
- Alma Aguilar
- Zoe Close
- Carrol Waymon

Dave Stuart, staff

Policy
- Leslie Smith, chair

Board as a whole
Steering task force:
- Jane Hallinger
- Rich Hansen
- John McDowell
- Carolyn Russell
- Sam Weiss

David Hawkins, staff

Part-time faculty
- Margaret Quan, chair

Board as a whole
Steering task force:
- Carolyn Russell
- Robert Yoshioka

David Hawkins, staff

Legislative and Advocacy
- John McDowell, chair

Board as a whole
Steering task force:
- Fran Chandler
- Carolyn Russell
- Sam Weiss

David Hawkins, staff

Professional Development
- Zoe Close, chair

Board as a whole
Steering task force:
- Jane Hallinger
- Margaret Quan
- Sam Weiss

Dave Stuart, staff

Conference task force:

Ricardo Almeraz, chair
Fran Chandler
Leslie Smith

Membership
- Fran Chandler, chair

Board as a whole
Steering task force:
- Rich Hansen
- John McDowell
- Mary Ann Newport

Paul Simmons, staff

STRS Improvements

1998 Teachers Recruitment & Retention Benefits Package
Funded by FACCC-sponsored AB 2804 (Honda)

"I jumped almost $2,000 per month...the new legislation is just wonderful. I've always felt [FACCC] was in there fighting for us."

— Stan Barnickel of Diablo Valley College has 42 years service credit. His retirements benefits will be more than 100 percent of his current salary when he retires next spring.

"It will help me substantially! Thanks to FACCC in helping get the improvements. I have two or three friends who are nearing retirement and this will certainly help."

— Dell Redding of Evergreen Valley College has 30 years of service credit and plans to retire in 2001 at age 65.

"I expect that the new law will increase my retirement income by approximately $800 monthly. I am very impressed with FACCC's efforts."

— Tom Walsh of City College of San Francisco is approaching age 65 and 40 years of credited service.

"The legislation will mean an additional $14,000 per year. The new legislation is great!"

— Thomas Tresser of Contra Costa College plans to work three more years to increase his retirement benefits.

"The last I figured...the legislation will mean an extra $10,000 per year for me."

— Jim Klent of Ohlone College plans to retire within three years.

"This legislation would make a world of difference to me. I have always wanted to be able to apply my extensive accumulated sick leave to my retirement. That alone makes this legislation critical for me!"

— Mona Field of Glendale Community College plans to retire in 2008 at age 55. She expects to have about two years of accumulated sick days by then.

Grit, Grassroots and Glory

by Carolyn Russell
Rio Hondo College

The other day I received a letter from Gov. Pete Wilson's staff thanking me for my correspondence regarding AB 2804. It caused me to reflect upon the process we used to effect STRS improvements.

The FACCC Board of Governors received a clear message from our members last year. **Retirement benefits under the State Teachers' Retirement System were woefully inadequate. FACCC BOG's Policy Committee set up a task** force. Since John Baley of Cerritos College and I had both expressed concerns about STRS reform in our FACCC board campaigns, we were appointed to the task force, he as chair. Then we began a careful analysis of the issues.

We examined STRS data, met with STRS staff and board members, examined funding levels, compared benefits to the Public Employees' Retirement System, and considered the opposition we might encounter. Early in the process, we linked up with an ally, the Los Angeles AFT College Guild (especially Carolyn Widener and John McDowell) with whom we set up a series of joint meetings to define our problem and make a plan.

By October, then-FACCC Executive Director Patrick McCallum had brought former Assemblyman Phil Isenberg on board as a consultant. Isenberg is a budget expert who has credibility with both the Wilson administration and faculty. John Harbour of Oxnard College's AFT shared a survey comparing STRS with other California public sector employee plans and with retirement plans from neighboring states. It was worse than we imagined.

"It's just not fair," we agreed. McCallum and Isenberg looked empathetic but not eager. **Fairness was apparently not a strong selling point.**

We tried again. I reflected on what was occurring on my campus. The majority of hiring had occurred in the early-to-mid 1970s. Many of these faculty members had retired or were contemplating it. Also, the number of applicants for new positions seemed to be shrinking. We wondered: had class size decreases in lower grades affected our hiring pools? Where would we get the 15,000 new faculty members that Tidal Wave II students would require? Now McCallum and Isenberg looked more interested. They posed a question something along these lines: "Is it possible that a better retirement plan will attract and retain quality educators?"

Retention, recruitment, quality education — these were the selling points we needed.

Of course, we had much more to do. We needed to define the policy arguments and when we did, McCallum had to find a legislator willing to help us. Assemblyman Mike Honda agreed.

We ran into conflicts with potential allies who said, "Not now, wait for a new governor." But the money was available and we had the first opportunity in years to increase benefits. The STRS' retirement fund was almost 98 percent funded, about 15 years ahead of a 1995 projection. FACCC was concerned that any delays would jeopardize our chances, and we certainly didn't want to sacrifice the needs of retiring faculty by postponing our efforts. We were committed to moving forward. Shortly afterword, a Retirement Coalition was formed with administrators, retirees and faculty unions.

But we also needed massive public support. We needed to turn legislative heads. FACCC Legislative Advocate David Hawkins and McCallum worked tirelessly in the Capitol. In May, the FACCC BOG, community college faculty and students went to Sacramento to advance this and other legislative issues.

At the local level, FACCC's exhortations to faculty — via e-mail, phone calls, direct mail and campus visits — to call and write assembly members, senators and the governor resulted in hundreds of letters and showed the power of public pressure. On Sept. 27, STRS reform became reality when Wilson signed into law the 1998 Teachers Recruitment and Retention Benefits Package.

How can we apply what we have learned to effect changes in other areas crucial to student success, such as part-time faculty working conditions? We must clearly articulate, properly research and vigorously pursue policy issues critical to faculty, and form strong alliances so these issues can be turned into legislation that makes positive contributions to community college education.

Carolyn Russell teaches English at Rio Hondo College and is recording secretary of FACCC. She is also immediate past president of RHCFA/CCA/CTA/NEA.

STRS Improvements

1998 Teachers Recruitment & Retention Benefits Package

FACCC-sponsored AB 2804 (Honda), AB 1102 (Knox), AB 1150 (Prenter), SB 1528 (Schiff)
— Signed into law by Gov. Pete Wilson, Sept. 27, 1998

State Teachers' Retirement System members have historically received lower retirement benefits than those of other California public employees and teachers in neighboring western states.

Prior to these retirement improvements, STRS retirees received, on average, 58.3 percent of the salaries they received while working; retirement consultants universally recommend 70 to 85 percent as adequate. Instructors who taught until age 65 received, on average, just 68 percent of their salaries when they retired; classified employees such as secretaries and custodians who may work on the same campus receive 82.2 percent through PERS. There is general agreement that teacher retirement benefits have been insufficient to recruit and retain quality instructors.

The Agreement

A statewide Retirement Coalition, consisting of representatives from FACCC, AFT College Guild and unions, worked with STRS and the state Department of Finance to develop a $944 million benefit improvements package. The benefits are funded by FACCC-sponsored AB 2804 (Honda) which uses an existing STRS fund to pay for the increase in benefits. The retirement package includes:

- Career Bonus for Teaching 30 Years
- Increased Age Factor at Age 61
- Unused Sick Leave for Service Credit
- Permanent 75 Percent Purchasing Power
- STRS Health Insurance Study (incl. vision and dental)

Career Bonus

Provides a one-time increased benefit of 0.2 percent in the age factor to members who retire with at least 30 years of service credit. The maximum factor allowed would be 2.4 percent.

Age Factor

The age factor increases from 2 percent at age 60 to 2.4 percent at age 63. The following age factors would apply for the following ages:

60	2.0 percent
61	2.133 percent
62	2.267 percent
63 and over	2.4 percent

Unused Sick Leave

Allows members hired after July 1, 1980 to receive credit for unused sick leave at retirement. It would be calculated in the same manner applied to current eligible members (those hired prior to July 1, 1980).

Purchasing Power

The 75 percent purchasing power becomes vested to guarantee that adequate funding for purchasing power will always be provided.

STRS Health Insurance Study

Provides STRS authorization to study the administration of a health benefits program for active and retired members and their beneficiaries.

This retirement package's success can be attributed to the combined effort of many individuals and groups.

Former FACCC executive director Patrick McCallum, FACCC Legislative Advocate David Hawkins, and the FACCC/Los Angeles AFT College Guild Retirement Committee, which hired former Assemblyman Phil Isenberg to help form a strategy: Chair John Baley, Vice Chair Carolyn Russell, John Harbour, John McDowell, Carl Friedlander and Carolyn Widener. Phil Isenberg and Retirement Coalition members Jennifer Morrill of STRS, Bill Collins and Harold Boyd of CTA, CFT, Bill Lambert of UTLA, Tom Bancroft of ACSA, Rusty Selix of ART, Dave Walrath of CRTA. Legislative consultants Karon Green of Assembly PER&SS, and Dave Felderstein and Clem Meredith of Senate Industrial Relations Committee. Assemblymen Mike Honda, Wally Knox and Antonio Villaraigosa, and Senators Patrick Johnston, Jim Brulte, and John Burton.All faculty who wrote to the governor (*See page 20*). And Governor Wilson, for giving Californians better incentives to join or stay in the profession.

STRS Benefits Calculator

**Service Credit:
Actual Years Taught**

Years Unused Sick Leave:*

**Annual Salary:
(average of highest 36
consecutive months)**

Career Bonus:**

Age Factor:

To compute new benefit:

Average Annual Salary
X
Total Years Service Credit
(including unused sick leave)
X
Age Factor + Career Bonus
(maximum of 2.4%)
2.4% = .024 multiplier

*Divide by 12 to get
monthly benefit*

To compute old benefit:

Average Annual Salary
X
Years Service Credit
X
Age Factor (maximum of 2.0)
2.0% = .02 multiplier

*Divide by 12 to get
monthly benefit*

Age Factor Chart:
(in percent)
(Age factor increases quarterly)

Age	Factor
50	1.1
51	1.16
52	1.22
53	1.28
54	1.34
55	1.4
56	1.52
57	1.64
58	1.76
59	1.88
60	2.0
61	2.133
62	2.267
63 and over	2.4

**Career Bonus Chart:
(in percent)**

29 yrs and under	0.0
30 yrs and over	0.2

FACCC

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California Community Colleges**
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Fax (916) 447-8555
www.faccc.org
faccc@aol.com

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* **Unused Sick Leave Formula**
Service credit granted for unused sick leave is determined by dividing the number of total accumulated unused sick days (as certified by your last employer) by the number of base service days required to complete the last school year, if employed full time.

ex: days of unused sick leave	÷	days for full school year	=	service credit
90		175		0.5142

** The 30 years of service credit to qualify for the career bonus does not include service credit for unused sick leave or a "Golden Handshake" program.

STRS Financial Education Workshops

The State Teachers' Retirement System is offering **non-sales educational workshops** to help STRS members, 10 years or more from retirement, to make informed financial decisions.

The topics covered are (1) STRS pension benefits and enhanced benefits, including instructions for calculating STRS monthly retirement allowances, (2) Social Security and Medicare as they apply to STRS members and spouses, (3) How to develop a personal financial plan to meet your goals.

From January through May, STRS will hold workshops at the following locations, on Saturdays from 8:30 a.m. to 12:30 p.m. Call STRS at (800) 228-5453 for more information and to register. *(Wait until you hear the number to push for Financial Educational Workshops, or give your name, address and Social Security number to the operator).* The cost is $20 (covers workshop, materials and refreshments), and $10 for guests.

January

Jan. 9, Humbolt County Office of Education, Eureka
Jan. 9, San Diego Office of Education, San Diego
Jan. 23, West End Educational Service Center, Rancho Cucamonga
Jan. 23, Los Angeles County Office of Education, Downey
Jan. 30, Contra Costa County Office of Education, Pleasant Hill
Jan. 30, San Joaquin County Office of Education, Stockton

February

Feb. 6, Santa Barbara County Office of Education, Santa Barbara
Feb. 6, United Teachers Los Angeles, Los Angeles
Feb. 6, Santa Cruz County Office of Education, Capitola
Feb. 20, Orange County Office of Education, Costa Mesa
Feb. 27, The Desert/Mountain Ed. Service Center, Apple Valley
Feb. 27, San Mateo County Office of Education, Redwood City
Feb. 27, Los Angeles County Office of Education, Downey

March

March 6, Contra Costa County Office of Education, Pleasant Hill
March 6, Riverside County Office of Education, Riverside
March 6, Anaheim Union High School District, Anaheim
March 6, Fresno County Office of Education, Fresno
March 13, Santa Cruz County Office of Education, Capitola
March 13, Los Angeles County Office of Education, Downey
March 20, Sequoia Middle School, Redding
March 27, Laguna Middle School, San Luis Obispo
March 27, San Diego County Office of Education, San Diego

April

April 10, San Juan Unified, Carmichael
April 10, Sonoma County Office of Education, Santa Rosa
April 17, Anaheim Union High School District, Anaheim
April 24, Johansen High School, Modesto
April 24, Contra Costa County Office of Education, Pleasant Hill

May

May 1 San Juan Unified, Carmichael
May 8, Kern County Superintendent of Schools Office, Bakersfield
May 15, James F. Cowan Conference Center, Camarillo
May 22, Fresno County Office of Education

Individual assistance is available free to all STRS members. Call (800) 228-5453 and listen to Teletalk message #376 if you aren't retiring until after Jan. 1. If you plan to retire in the near future, STRS strongly recommends you make an appointment: listen to Teletalk messages #202-206 for information on the Regional Counseling Services Office nearest you. Or follow the voice mail instructions to talk to a public service technician.

FACCC has held several free STRS workshops across the state and will plan more according to demand.

- Oct. 8 Los Angeles Trade-Technical College
- Oct. 16 Cerritos College (see *www.faccc.org* for highlights and charts)
- Nov. 13 College of the Sequoias
- Nov. 13 Allan Hancock College
- Nov. 18 MiraCosta College

If you would like to help FACCC coordinate a STRS workshop on your campus, contact Dave Stuart at (916) 447-8555 or *StuartDave@aol.com*

Thank You, Faculty Activists!

Below are the names of faculty members who sent FACCC a copy of the letter they wrote to Gov. Pete Wilson asking him to sign FACCC-sponsored AB 2804. Thank you! And thanks to the many others who also wrote and called legislators.

Anthony Abbott
LaVere Adams
Steve Adams
Ronald Adler
Cora Alameda
Pat Allen
Ricardo Almeraz
LeGrand (Andy) Andersen
Gary Anderson
Janet Andriese
Mike Anker
Merrilee Antrim
Dorothy Avazian
Leon Baradat
Judith Barclay
Stanley Barnickel
Howard Barr
Lawrence Barry
Eugene Berg
James Berkley
Leslie Birdsall
John Blough
Stephen Bordi
James Bowen
Lynne Boylan
Kevin Bray
Robert Breuer
Roy Brixen
Sue Broadston
Patrick Broderick
Barbara Broer
Bruce Brown
Richard Brudos
John Cantley
Troy Cardenas
Elizabeth Carlson
Susan Carrigan
Peggy Carter
Frances Chandler
Janet Chaniot
Donald Clark
William Cleveland
Robert Collins
Patricia Collins
David Cooper
Charles Corum
Gay Cox
Roger Crawford

Beverly Crespo
Richard Daley
Carolyn Daly
Philip Daughtry
Sally Dauphin
Oscar David
Guy DePrimo
Charles Dougherty
Arthur Dull
James Eagan
Bonnie Easley
Michael Eberts
William Edler
Isabelle Egan
George L. Elliott
Donald Emery
Gary Engelken
Stephen Epler
Harriet Eskildsen
Ronald Felzer
Alphonse Feola
Daphne Figueroa
Carolyn Fisher
Francine Foltz
Gunar Freibergs
George Freund
Roger Fryer
James Funaro
Clarence Gallacher
Naomi Garcia
John Gardenhire
Dolores Gerber
Maureen Girard
Phyllis Goldman
Beverly Goldstein
Raymond Gonzalez
Nicholas Gonzalez-Yuen
David Goodman
Lionel Greenberg
Mark Greenside
Mary Ann Greenwood
Dorien Grunbaum
Isaac Guzman
Geoffrey Hagopian-Satellite
William Haney
Peggy Hannawell
Barbara Hardy

Audrey Harris
Dayle Hartnett
Carol Higashi
Tonya Hilligoss
Mary Hochman
Barbara Hoffman
Donald Holmlund
Nancy Hoverman
Dee Howard
Bobby Hutchison
Charles Hyde
Valerie Jackson
Dennis R. Johnson
Robert Jones
Allyson Joye
Gladys Kabateck
Richard Keller
George Kelly
Steve Kiledjian
Wayne King
Kathie L Kingett
Leslie Klipper
Michael Kuttnauer
Pete Lagomarsino
Alice Lal
R. David Lewis
Mark Lieu
Elizabeth Lindgren-Young
Rosina Lindsey
Emily Levin Lodmer
Don Low
David Ming Lowe
James Stanley Lucas
Cynthia Luckoski
Ann Maddox
Joseph Madrigal
Nick Maffei
Janet Maker
Clarence Marks
Terry Marre
Dick Marsh
Marylou Massey-Henderson
Kenneth Matsuura
Dale Matthews
Keith McAllister
Linda McDill
Dorothy McJenkin

Lindy McKnight
Jonathan McLeod
Arnold A McMahon
Keith Meldahl
Rosemarie Menager-Beeley
Natalia Menendez
Michael Merandi
George Meyer
Jack Miles
Janis Molen
Bradford Monroe
Lawrence Moorman
Tabare Morales
Gary Morgan
Firouz Mosharraf
Ronald Mulcahey
Lynda Myers
David Nasby
Sondra Neiman
E. Christian Nelson
Michael O'Brien
Patricia Olafson
Carleen Ono
Robert Pasquetti
Richard Peirce
Nancy Jo Perkins
Robert Peters
Samuel Peters
Ronald Petersen
Michele Peterson
Susan Petit
Robert Pierce
Edward Poindexter
Janet Portolan
Lois Powers
Richard Prystowsky
Frank Ramos
Benita Rashall
Lisa Raskind
Sue Reichart
Mary Renner
Rose Marie Reno
Gilbert Robledo
Dennis Roby
Frances Rouda
Kenneth Rubino
Steven Sachs
Jack Sanford

Margaret Saragina
Dawn Sare
Jim Sartoris
Edwin Seubert
Richard Sherer
Shirley Ann Shirrells
Kay Sims
Harry Smallenburg
Richard Smith
Gloria Specter
Linda Staffero
Alyce Steidler
Eric Stietzel
Ann Strauch
Norma Strobel
Neill Studley
Kathy Sucher
Jack Sweeney
Salli Takenaka
Steve Talbot
Steven Joel Tash
Robert J. Taylor
William Thompson
Mary Thomsen
Jerry Tossounian
Barbara Tull
Thomas Turman
Lee Walker
Phil Wall
Maria Warner
Sandi Lou Warren
Carrol Waymon
Henry Webb
Nancy Webber
Susan Webster
Stan Weinstock
William Whitney
Harry Wilson
Betty Wilson
Diane Wirth
Arelene Wolinski
Anna Quan Wong
Alma Wyant
Jo Ellen Young
Sharon Yox
Charles Zappia

Welfare Reform

Glendale College Mothers Prepare For Teaching

by Andra Verstraete & Mona Field
Glendale Community College

Sharon Goode has seen the harsh side of life in her 33 years: drug abuse, homelesses, and struggling as a single mother of 3-year-old Crystal.

Goode started many different programs to turn her life around, but never finished any of them. She's found new resolve, though, and has worked hard to overcome many obstacles. Goode now lives in subsidized housing, receives welfare, and is preparing for a career as a preschool teacher thanks to a new program at Glendale Community College.

"Building Individual and Community Self-Sufficiency Through Service," known as "Ready to Read" at Glendale College, is one successful program among many in the California Community Colleges to ease welfare recipients into the workforce to foster a deep understanding of community service.

With cooperation from the Chancellor's Office, federal and local governments and community colleges, welfare recipients are trained to become pre-school teachers while serving their communities and learning the skills to become working parents. About 700 college students across the state are enrolled in this AmeriCorps program.

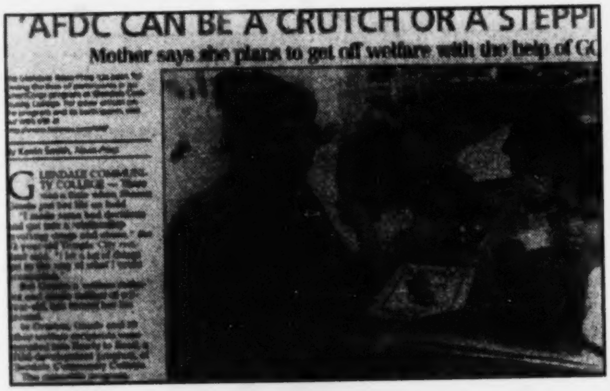
"This has been a life experience," said Goode, who rides three buses just to get to class. "This program has helped me to further my education. AmeriCorps has opened doors to meeting people I never would have had an opportunity to know."

At Glendale College, the program's first year included 34 women who collectively have 75 children of their own. The women entered college in fall 1997 with enormous doubts about their abilities to function as college students. They also had serious fears about leaving their children so they could attend school and spending 20 hours per week as volunteers promoting literacy to other people's children.

During that intense year, they learned more than classroom material in their Child Development, English, English as a Second Language and Community Volunteerism courses. They learned to get along with each other (the group included immigrant Armenians, African-Americans and Latinas), to put their trust in the system and allow others to care for their children. They also learned to study and keep regular schedules as volunteers at Head Start and other low-income preschool sites.

"This has been the best opportunity of my life," said Dora Sylvestre, a mother of three who recently applied as a teacher for a preschool the program serves. "Glendale College and the AmeriCorps program gave me the start that I needed."

continued on next page



'AFDC CAN BE A CRUTCH OR A STEPPI

Mother says she plans to get off welfare with the help of GC

Top: Sharon Goode reads "Where The Wild Things Are" to children at the Glendale Community College Child Development Center in a photo published March 12 in the Glendale News-Press. Right: Ready To Read students took a break from serving at the GCC Literacy Booth. They are (top row) Dora Silvestre, Satik Angelian, Deidra Duncan, (bottom row) VISTA volunteer Shira Brill and Maria Cabrera.

The women learned to juggle their roles as mothers, students and volunteers. They participated in other community service projects such as food drives and graffiti removal, and bonded as a group of women who cared about their families' and communities' future.

Their success was obvious: several concluded the year with academic honors and many plan to continue attending Glendale College even after the requirement to attend has ended. Others have received job offers based on their completion of both the volunteer service and the Child Development units. One major reason for their success was the quality faculty who served not only as teachers but also as personal mentors and supporters. Both full-time and adjunct faculty members were involved in the program at Glendale.

"Working with these women was very inspiring for me and a lot of hard work on all of our parts," said Child Development instructor Sandy Symson, who has taught college for 25 years. "I think that because I believed in them, it motivated them to go on and further their education."

Seventeen community colleges participated in this program: American River, Butte, Cerro Coso, Chabot, San Francisco, College of the Sequoias, Fresno, Foothill, DeAnza, Irvine Valley, Long Beach, Modesto, San Joaquin Delta, San Jose, Shasta, Solano and West Los Angeles.

Andra Verstraete, program director at Glendale, has been instrumental in training staff from both colleges that participated last year and additional colleges that applied for funding this year: Compton, Grossmont, Hartnell, Kern, Merced, MiraCosta, Siskiyous and Southwestern.

The programs are funded through a joint effort between the Chancellor's office under the direction of Ed Connolly and the Corporation for National Service/AmeriCorps. This school year, the program will include 25 colleges and will enroll about 725 welfare recipients, as well as 435 others who are not necessarily welfare recipients.

> **"Glendale College and this program has encouraged me to find my strengths and talents."**
>
> **— Sharon Goode, Ready To Read student**

Although the cost per student is higher than for typical community college classes, the students are a special group that needs enormous daily support, both logistical and emotional. The obstacles they had to overcome included everything from substance abuse to domestic violence to lack of childcare.

Well-trained program staff is essential for a college to develop a successful AmeriCorps project, because program participants rely on staff for day-to-day assistance.

As welfare reform continues to require recipients to find work and end their dependence on public resources, programs like this one are a great stepping stone and another demonstration of the multiple functions of the California Community Colleges.

Sharon Goode, who is earning $5.15 per hour through CalWorks and Federal Work Study funds for her volunteer work, is continuing her education with the second year of the AmeriCorps program. She plans to apply for her State of California Children's Center Permit and become a preschool teacher, and hopes to teach at Glendale Community College's Child Development Center.

"Glendale College and this program has encouraged me to find my strengths and talents," Goode said, "and that working with children is what I have always wanted to do."

Andra Verstraete, whose background is in non-profit management and grant writing, is the AmeriCorps program director at Glendale College.

Mona Field is a political science professor at Glendale College, co-author of the eighth edition of "California Government and Politics Today" (1998) and was the 1997 Local FACCC Advocate of the Year.

To comment on this article, e-mail a letter to the *FACCCTS* editor at *k7martinez@aol.com*. See page 4 for details.

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McFarLAND

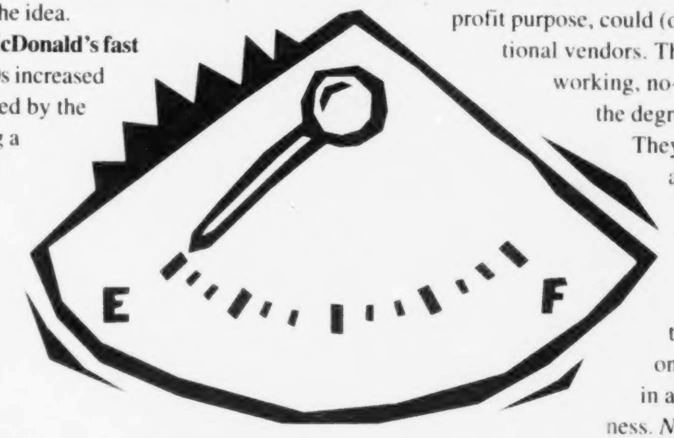
Speed-Freaking In Higher Education

John McFarland

It's an easy day-trip from London to the university town and that's the meaning behind the underground ad that reads, "a Cambridge education in a day."

Brits know, of course, that a pleasurable outing with little expense of time or effort will not earn a college degree. More than 5,000 miles away, however, a new breed of university marketeers are bent on retailing just that illusion and, sadly, some community colleges have begun to follow the lead.

The newest trend among West Coast captains of erudition is "fast track" scheduling. The idea is to compact the contents of a college class into the smallest possible time frame. Thus, when students take six hours a week of a standard, three-unit class, they can finish a "semester" in eight weeks. Courses offered in eight-hour, Saturday-only "formats" can be completed in six weeks. Anyone who remembers tiny circus cars disgorging improbable numbers of clowns will get the idea.



In a way, the model is McDonald's fast food, which in the early 1970s increased the number of people it served by the simple expedient of adopting a breakfast menu. Hallowed in Business 101 lore, Egg McMuffins allowed its inventors to add business without increasing facilities. But where food preparation expanded into the morning, colleges seek to increase enrollment in the little-used afternoon and weekend hours.

Santa Monica College took this route when it could no longer fit its student body in the available prime-time space. The term "enrollment management" refers to strategies they pioneered to find, in the corners of the week, packages of time that could add up to the minutes per unit per semester that state guidelines demanded. While continuing regular 16-week offerings, they devised classes that met in intensive sessions for half that time period, making it possible to keep the campus open nearly as continuously as a Denny's restaurant.

SMC's space problems are quite unique, and do not really explain the ferocity with which other community colleges have glommed onto enrollment management. For others there is a stark, vivid terror that prowls the management hallways these days, urging them towards high-compression programming. The cause is the rising tide of proprietaries.

The problem began with the likes of Claremont University and University of Southern California, which have extended imperial tentacles into "new markets" far from colonial headquarters. Because of this Diaspora, one can get a Claremont business degree by visiting San Fernando shopping malls, or a USC master's in governmental bureaucratizing from classrooms in a downtown Sacramento office building.

But the alarm drums began their tattoos in earnest with the arrival of the new "universities" which, given their for-profit purpose, could (or should) be called educational vendors. Their ads stress the hard-working, no-nonsense student who seeks the degree and doesn't need the frills. They wear their Brand X status as a medal.

The most outré of the propritaries is a relative newcomer, the University of Phoenix. Apparently largely the personal possession of one Jon Sperling, U of P glories in attention-grabbing shamelessness. *New Yorker* magazine, with its penchant for depicting the nation's Southwest as a nursery of cultural underdevelopment, was sufficiently taken with Sperling to direct a hit piece at him.

And he does make a lovely target. He told what must have been an owl-eyed reporter that he had decided "to go back and conceive of education as a product function in which you specify the learning outcomes you want — they're your product — and then do a regression and figure out the most efficient way of producing them."

U of P offers classes in five or six-week corpuscles, at "outlets" (!) visible from freeway off-ramps. These classes meet several times a week, though for far fewer total hours per semester than the law permits the California Community Colleges. Apparently because the units ring up so rapidly in these nanosemesters, the student enjoys a sense of progress as he is sluiced toward a degree. "You know," says someone in an Ivan Doig memoir, "I'd rather make a fast dime than a slow dollar."

Most of U of P's classes are in the vocational area and are taught not by experts but "practitioners," e.g. advertising by advertising executives. Instructors are paid in pin money, about a grand a course, little inducement to a busy person to lavish time on classroom preparation. In addition, coming from the same mercantile culture as their boss, these temps are unlikely to drive off customers with frivolous applications of professorial rigor.

Apparently because the units ring up so rapidly in these nanosemesters, the student enjoys a sense of progress as he is sluiced toward a degree.

Indeed, a cheerful disdain for all things academic pervades the place. Bill Gibbs, President of Sperling's operations, believes that a general ed course in religion should address such questions as this: How might an executive best do business with members of different congregations? Is this not what Diderot meant when he wrote of "dressing up philosophy in the costume of a harlequin?"

No matter. "The people who are our students don't really want the education," Sperling explains. "they want what education provides for them — better jobs, moving up in their careers, the ability to speak up in meetings." Or, as Joe Friday would have put it, "Just the diploma, ma'am."

Not least disconcerting here is Sterling's apparent failure to realize that the student stereotype he weaves is a negative one. Teachers everywhere (and surely in the community colleges) have encountered just such attitudes, but they are far from universal. More students want both the bennies and the education, a fact that increases with their age. Since Phoenix admits no one under 23 (and requires that they have gainful employment), Sperling has certainly misread his clientele. On the other hand, there is no expense to him when nascent curiosity goes unrequited.

The understanding of "university" that Sperling advances, then, synchronizes perfectly with his interest in profit. It would take little rewrite to turn him into a Babbitish realtor from Sinclair Lewis, or even, given the oafish observations he spouts, a capitalist in an old Soviet film.

Why not, then, simply savor his mixture of overt crassness and unconscious goofiness as yet another attraction on the midway of life? The answer is that, as part of the competition, Sperling is capable of influencing how the community colleges offer *their* courses.

At the moment the proprietaries are realizing the greatest percentage growth in all of West Coast higher ed, and this scares many community college executives, who take little notice of the miniscule base on which this growth rate is measured. (Together, the proprietaries probably do not register the enrollments of two largish community college campuses in the 107 in California).

More to the point, their bread and butter lies in upper-division career training and in gurgitating MBAs and EdDs, the latter in especially plenteous abundance. Intro and general education courses stand somewhat outside their circle of enthusiasms. Why, then, should we endeavor to charge to the taxpayers courses that people are perfectly willing to pay excessively for elsewhere, the moreso when some of them would no more attend a community college campus than frequent a biker bar?

Unbalmed by these realities, community college managers have tormented themselves with visions of community college students defecting to a happier world, where the dispensers of knowledge treasure it no more (or at least no differently) than its purchasers. Higher ed, in this view, is a bottle filled with scorpions, one of which is equipped with the deadly venom fast track.

How annoying, then, those faculty members whose heads are tucked inside their tortoise shells, imperturbable before this Darwinian threat! And fast-tack champions think even less of this professorial insouciance when they rehearse what has come among them to be the official history of the semester.

The semester was designed, so the drill goes, for an agricultural society and somehow school calendars continued it out of habit for 700 or 800 years until, quite recently, some smart administrators discovered they were in the Computer Age and thus needful of smaller instruction periods.

continued on next page

This confection tells us something about its authors' knowledge of rural life. The semester releases students after planting in the spring and brings them back to campus *before* harvest in the fall, thus keeping them away from the fields during two periods when their labor would be most needed. Obversely, Christmas breaks return them home when agricultural work is close to a standstill.

Our college schedule is not a deference to bucolic yokels but the work of industrial-age modernizers such as Charles W. Eliot of Harvard and Daniel Coit Gilman of Johns Hopkins. For them, the summer break acknowledged not the demands of agriculture but the obstacles of teaching in the heat as well as the rich's desire to take their scions abroad for the European Grand Tour.

Far more errant than the fanciful semester history, though, is a failure to understand what happened to the curriculum because of the semester. The entire instruction program was designed to tap the possibilities of 16-or-so weeks of presentation. Courses in physics or English composition and, eventually, in automobile transmissions and animal husbandry were designed for this long haul.

Whether a canny decision or a lucky one, the choice of a longer instruction period determined how much was taught in the semester. Chopping up such a corpus of knowledge to fit whatever scheduling trunk an administrator has devised for it will sometimes force an instructor to leave some of the chunks out.

This is what Sierra's faculty senate discovered when it held hearings on fast track last year. True, a few (but not all) math, computer science and language instructors found no problems with short-order formats. But humanities teachers fared less well. The scurry along a fast track required some aerodynamic styling and both reading and writing assignments had to be discarded. They did not teach the same course in eight weeks that they did in 16.

In addition, **they did not teach the same way.** Three- or four-hour block booking requires that instructors break up instructional techniques, not to find the best way of covering different materials but to meet the more primitive needs of bodies before them that had to be kept sentient.

Small wonder, then, that full-time faculty are unwilling to teach courses when a single class session can exceed the viewing time of *Gone With the Wind.* Not uncommonly, adjuncts, especially inexperienced ones seeking to establish themselves, are those who fall on the grenade.

Additionally, a sizeable body of research supports the intuitive belief that students learn better and retain what they have learned longer when instruction is spread out over time. A class that meets for 16 weeks will acquire more knowledge than one that has been trimmed to the bonsai limits of eight weeks. A class that meets three separate hours in a week will do better than one that meets once, for three hours.

Proprietaries get around this somewhat by setting standards for enrollees: they must be 23, or hold a full-time job, or otherwise demonstrate a maturity level with which to overcome the obstacles fast tracking presents. The community colleges, of course, must take all comers, the low-motivated 18-year-old with the driven reentry student. It cannot market to a niche.

And so we are back to Sperling and his justification of such practices. **Education, he seems to say, is what people will pay for.** It is a rationale that fairly well cries for each classroom to be a little hippodrome of pleasing performances whose purpose is to leave the audience with the impression of an educational experience.

Those with a background on the subject will recognize immediately this as the defense for the "alternative medicine" movement, which argues that treatments and medicines need no evidence of curative powers beyond "patient satisfaction." Therapeutic value is demonstrated when, in Balzac's phrase, "the doomed sick fly to quack doctors."

When community college administrators gin up alternative educational strategies that are condensed to gel-cap brevity, they risk abandoning the charter for providing education in the first place. It is neither about competing with the public sphere, nor about maximum use of space. Learning does not occur simply because a student likes what happened to him in a classroom and a college degree is not about day trips to pleasant topics.

John McFarland teaches history at Sierra College and was a 1995 recipient of the Hayward Award for Excellence in Teaching.

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“Degrees Of Shame” Shines Light on PTers

by Katherine Martinez
FACCCTS Managing Editor

Barbara Wolf never really knew the meaning of the words that came before the title “professor:” adjunct, associate, assistant.

Then her partner, Michael, a full-time university professor, mentioned that a co-worker who had been teaching part-time for 10 years had to apply for his own job. Administrators were turning it into a full-time position.

“I was floored; it seemed so insulting,” said Wolf in an Oct. 15 phone interview. “And then he didn't even get his own job. They hired someone else.”

Wolf soon discovered many of her friends were part-time faculty members. Their exploitation was gradually revealed: low pay, last-minute hiring, no benefits, no job security, no office space, long commutes.

“This is the biggest lie in our society,” Wolf said, “that if you get an education, you get a good job.”

> **“This is the biggest lie in our society, that if you get an education, you get a good job.”**
>
> **— Barbara Wolf**

Wolf, a Cincinnati video documentarist for 20 years, went on to produce and direct a 1997 half-hour documentary “Degrees of Shame,” subtitled “Part-Time Faculty: Migrant Workers of the Information Economy.” Funding came from a $3,000 City of Cincinnati grant.

She was inspired by Edward R. Murrow's 1960 television documentary, “Harvest of Shame,” about the plight of migrant farm workers. Adjuncts professors in her focus groups agreed they were not as desperate or in as bad a shape as the migrant workers in Murrow's documentary. But they saw a parallel. '

She interviewed part-time faculty, university administrators, union leaders and legislators. An Ohio senator said part-timers must make their case to legislators.

“My intention is that people would use this [video] as an inspiration,” Wolf said. “Yes, there's hope, [but] it's not going to be easy.”

She remembers a couple who wandered into the video's premiere in Cincinnati.

“I think they went to the wrong event. Afterward, they said they were shocked. They had no idea people were treated this way,” Wolf said. “This was what I wanted. I wanted them to see it and be horrified. It's easy for people outside academia to say professors have a cushy life.”

Wolf, a math major in college, fell into the video field. She had taken off a year to work, then got married and had two daughters. She frequented a bookstore at an Ohio women's center, and one day the store manager asked if she would do a slideshow for an event on the changing role of women. She had no experience, but said OK.

As it turned out, the late 1960s and early 1970s were explosive years for multimedia. She delved into the field without any formal training, then decided to return to college to study media communication. It became her life: “If there were a fire in the house, I would have saved my children and the slides.”

“I think of media as a social movement tool,” Wolf said. “There is power in media and you can use it to make things better.”

Wolf has received about 200 orders for “Degrees of Shame.” It's been on Ohio public television, and has been shown at conferences and workshops. The National Education Association has requested a 15-minute version of “Degrees of Shame” to use for organizing adjunct faculty. FACCC has requested a shortened version to inform and lobby state legislators.

Community colleges, and a lot of people in California, have shown interest in the video, Wolf said.

The video has already contributed to at least one success story. Faculty members at Northern Kentucky

continued on next page

University bought "Degrees of Shame" immediately after the premiere and showed it at an organizing meeting for adjuncts. One of Wolf's old friends is involved, and every time they make progress, he sends her a thank-you note. The part-time faculty members received a 10 percent raise and now have phones, voice mail and study grants.

One part-timer in the video points out that the United Parcel Service strike was successful because full-timers joined part-timers. Wolf said full-time professors should pay attention to their part-time colleagues now that full-time faculty members are increasingly replaced by part-timers.

"The fewer tenured professors there are, the weaker that union becomes," she said. "I think that's what UPS [employees] saw; the full-timers needed to be generous to the part-timers in this instance."

Wolf plans to do a follow-up. "I'd love to ride with the Teamsters from university to university where adjuncts are organizing," Wolf said. "Wouldn't that be fun? Just like the full-timers have to pay attention, the same is true with labor in general, they really have to see where they're related." Her other idea is to travel around the country talking with UPS workers.

Wolf said she thinks there are two keys to part-timers' success: regional or statewide organizing, and working with union full-timers, as the UPS employees did.

But she doesn't profess to know the answers.

"The adjuncts are the experts in this," Wolf said. "I'm just chronicling, and I hope people want to watch [the video] and are moved by it."

One piece of proof came in the form of a note from a woman who has been a part-timer for years. She told Wolf she had hesitated watching the video because she was so discouraged about her own situation.

"But she said she's so glad she got it because it's her life," Wolf said. "It was a relief to know someone else understood."

Copies of the video are available to adjuncts and adjunct organizers for $15, to other individuals for $20, and to institutions for $50. If a purchase order is used, add $10 for handling. For more info, or to order, please contact Barbara Wolf Video Work, 1709 Pomona Court, Cincinnati, OH 45206. Phone or fax (513) 861-2462. Or e-mail *bwolf@altavista.net*.

This article originally appeared in *Off Track*, FACCC's newsletter for part-time faculty members.

Here's How to Contact the FACCC Professional Staff in Sacramento

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Canyons PTers Want More Classes, FT Jobs

by Michele Colborn Harris,
College of the Canyons

Having recently completed my first full academic year as a "full-time part-timer," I've become increasingly aware of misinformation and misperceptions concerning the plight of full-time part-timers.

Unfortunately, much of this inaccurate information is perpetuated in leading academic journals. In pursuit of valid data, I conducted a survey at my primary institution to determine how many of us there really are, how many of us are competing for the shrinking pool of full-time openings, what benefits we really need and want, why we return year after year and what we love and hate about our jobs.

I conducted the survey at College of the Canyons in Santa Clarita during the spring. The college has 7,000 students, 80 full-time faculty, 115 classified employees, 11 administrators and 270 part-time faculty. I distributed the survey to all part-time faculty; 43.3 percent (117) responded.

How many part-timers are there statewide? The Chancellor's Office apparently has no mechanism of identifying part-timers working in more than one district. *[According to the Chancellor's Office Web site, there are 15,700 full-time faculty and 29,900 part-time faculty. — Editor's note]* In fall 1997 I worked in three districts, so according to district-by-district headcounts, I was counted as three people. This is important to know. If the Legislature is considering giving benefits of any kind to us, it will make a difference if there are, say, only 4,000 of us instead of 10,000.

Despite community college reform bill AB 1725, colleges are straying further from the guidelines. When a department consistently has three or more adjuncts working 60 percent loads, there's something wrong with their staffing policy.

In addition, an intriguing trend is emerging in which part-timers are used to fill administrative slots on an hourly (adjunct faculty rate), part-time basis. No benefits of course. Administrators consider this a great solution for colleges who can't get tenured faculty to accept unattractive or potentially unsuccessful assignments shepherding pilot programs, performing program reviews or managing projects. Is the state Academic Senate aware of this trend? There is a potential undermining of shared governance's intent.

The survey uncovered that 48 percent are full-time part-timers, working at one or more other institutions, often traveling hundreds of miles per week; 37 percent are part-timers by choice; 10 percent identified themselves as "other" (were full-time part-timers but took a full-time job other than teaching out of necessity); 3 percent are moonlighters (teaching full-time elsewhere); the remaining 2 percent didn't categorize themselves. The average adjunct faculty member has been here just under five years.

Of interest is the number of adjuncts who have become discouraged by years of fruitless job searches for full-time positions. While 39 percent are actively seeking full-time teaching positions, 9 percent have given up getting a full-time academic job. One of my colleagues landed a full-time job this hiring cycle, although it took seven years.

What benefits do part-timers really want? By rank order, first choice was pro-rata (equitable) pay (75 percent); second choice was health benefits (12 percent). The preference for pro-rata pay might reflect adjunct dissatisfaction over the current hourly rates paid by the district (first year instructor earns $31.05/hour, one of the lowest hourly rates in Los Angeles County).

What is the most common complaint? Feeling invisible, taken for granted, not being invited to department meetings, not getting mail in a timely manner, not being involved in text adoption. Another strong complaint concerns uncertain teaching assignments, the insecurity of not knowing whether you'll get an assignment next semester. Of those responding, 61 percent wanted more classes added to their load.

Why do adjuncts return year after year? Love of students or their discipline, personal/professional fulfillment and feeling like they make a difference.

While the survey's results are disturbing, groups besides FACCC are showing interest in adjunct faculty issues. I strongly encourage further research and activism. My concern is that many of us won't be able to hold out long enough for the tide to turn. In the long run, it will be our students who lose.

Michele Colborn Harris teaches Political Science and works part-time as a project coordinator in Student Services at College of the Canyons. Contact her at mcharris98@hughes.net *or call (805) 722-3805. To comment, send a letter to the editor to* k7martinez@aol.com.

Making A Difference

FACCC TOTUM

But then, if I do not strive, who will?
— Chuang Tzu

This time, like all times, is a very good one,
if we but know what to do with it.
— Ralph Waldo Emerson

Don't agonize. Organize.
— Florynce Kennedy

Every great movement must experience three stages:
ridicule, discussion, adoption.
— John Stuart Mills

To know oneself, one should assert oneself.
— Albert Camus

Life shrinks or expands
in proportion to one's courage.
— Anaïs Nin

Truth is always exciting. Speak it, then.
Life is dull without it.
— Pearl S. Buck

Whoso would be a man must be a nonconformist.
— Emerson

The only person who is educated is the one who has
learned how to learn…and change.
— Carl Rogers

All the world is full of suffering.
It is also full of overcoming it.
— Helen Keller

You cannot shake hands with a clenched fist.
— Indira Gandhi

The miracle is not that we do this work,
but that we are happy to do it.
— Mother Teresa

After the final no there comes a yes and on that yes
the future of the world hangs.
— Wallace Stevens

History will be kind to me for I intend to write it.
—Winston Churchill

You must be the change you wish to see in the world.
— Mahatma Ghandi

Discount Movie Tickets

are available to FACCC members. AMC tickets are $4 each, and United Artists tickets are $4.50. For a complete list of about **90 participating theaters across the state,** contact membership director Paul Simmons at *paulq6r9s@aol.com* or (916) 447-8555.

To order tickets, mail a check to FACCC for the total ticket cost plus $0.50 per order for postage. Be sure to specify the theater company and number of tickets.

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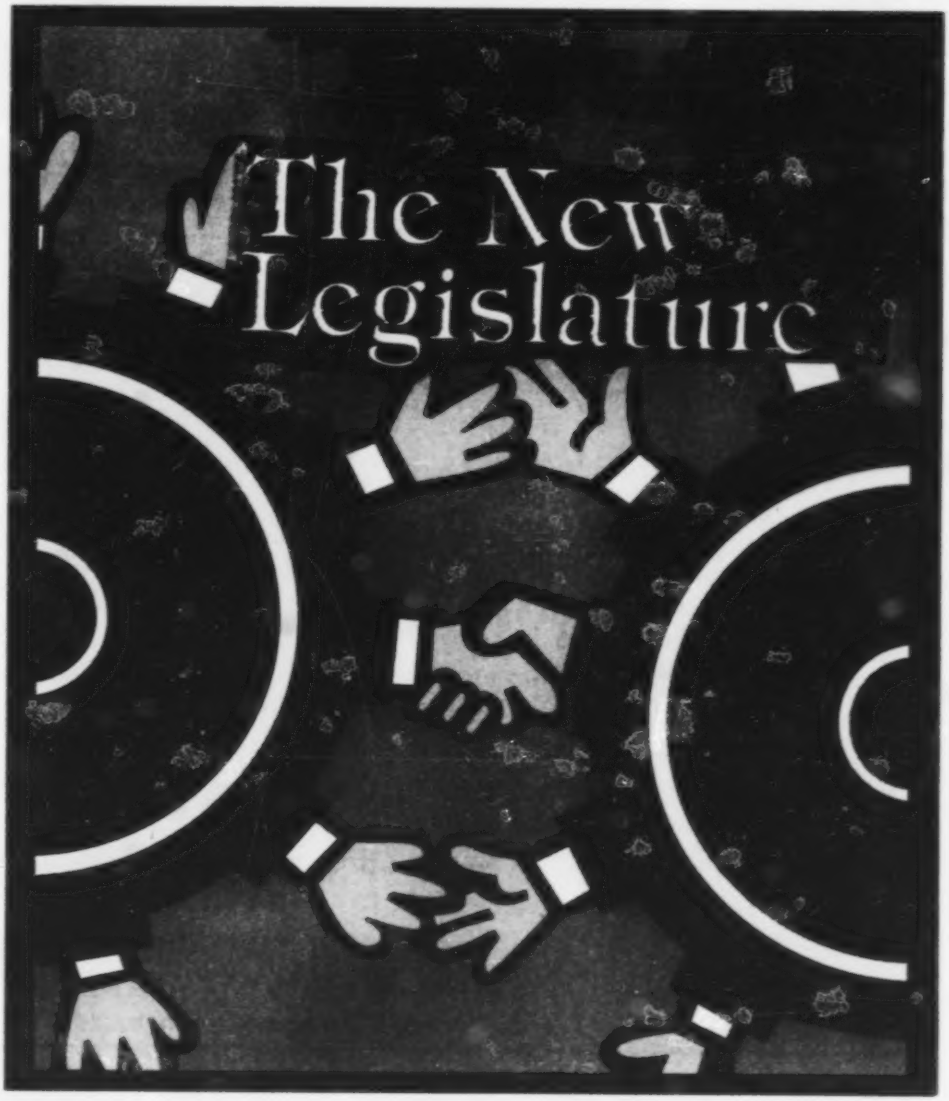
JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 5 Number 3
February 1999

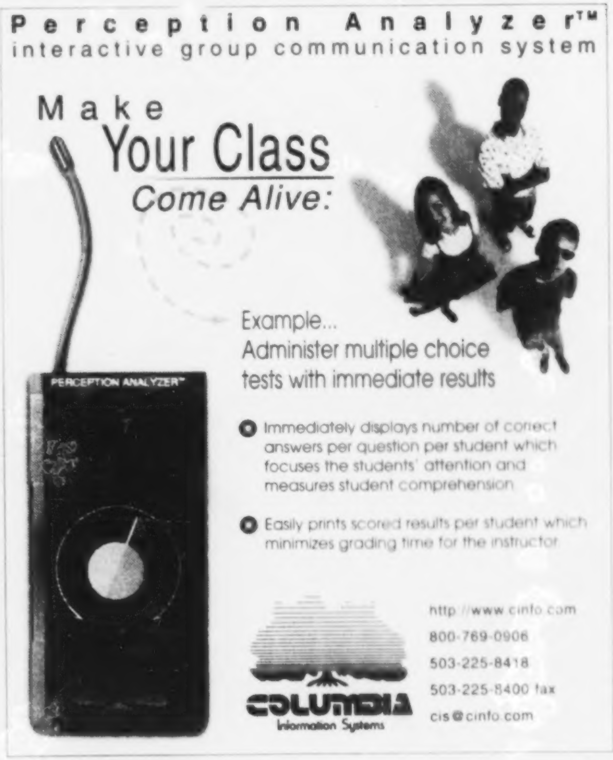
Featuring:

- **Anonymous part-time faculty member,** "Instructor Resigns, Pleads for Fair Salaries," p. 28
- **Maureen Bender of Cosumnes River College,** book review of *River of Red Gold,* p. 26
- **FACCC Executive Director Jonathan Lightman,** "The Year Ahead," p. 7
- **John McFarland of Sierra College,** book review of *The University in Ruins,* p. 23
- **FACCC President Evelyn "Sam" Weiss of Golden West College,** "FACCC Welcomes New Executive Director," p. 6
- Summary of STRS improvements for part-timers, plans for more benefit revisions, p. 31



Faces of the New Legislature: Gloria Romero and Charlene Zettel, p. 16

Gloria Romero (D) and Charlene Zettel (R) are two new California legislators with education backgrounds. Romero, on the Higher Education Committee, and Zettel, on the Education Committee, said they plan to advocate for community colleges.



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Inside

Faces of the New Legislature

Page 16

Assemblywomen Gloria Romero and Charlene Zettel are two of the many new faces in the Legislature. *FACCCTS* spoke with them after their primary victories, and found that both are committed to helping community colleges receive the funding they need to do their job well.

Get to know your legislators: *FACCCTS* provides a list of legislators and their primary community college districts, **p. 18**

The University in Ruins

Page 23

Bill Readings, a comparative literature professor from Canada, was killed two years ago in a plane crash. He left behind a nearly complete, if apocalyptic, vision of higher education's future. **Sierra College history professor John McFarland** provides *FACCCTS* readers with a provocative analysis of Readings' book, *The University in Ruins*.

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WHAT'S NEW/WHAT'S NOT

On the cover: Lawmakers, dealmakers...The New Legislature. With term limits comes a revolving door of new faces. But some of this year's "new" legislators aren't political novices. Of the 40 legislators who recently took office, several are former Assembly members who were elected to the Senate.

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Speed-Freaking Threatens Quality

I am writing to praise John McFarland's column "Speed-Freaking in Higher Education" in your December issue. This column makes such important points and makes them so well that I have decided to share it with all my faculty and administration colleagues here at Antelope Valley College.

We should all be concerned about these trends in higher education that threaten to further erode the quality of education at our community colleges. Bravo to Professor McFarland!

Janice P. Hall
Professor of English
Antelope Valley College
Via e-mail

Phoenix Supporter Criticizes CCC Rigidity

Mr. [John] McFarland would do better to focus all his energies on fixing the system he defends so vociferously ("Speed-Freaking in Higher Ed," December 1998 *FACCCTS.)* Not only are his facts wrong, but he misses the real point: University of Phoenix, and schools like it, meet the needs of a significant percentage of the working population. That population of students is NOT being served effectively and efficiently by the community college system. U of P, et al, came into existence to fill a void, and succeed because community colleges consistently fail to change to meet the needs of students. Where community colleges have changed, U of P, et al, have a much smaller student body or don't grow very fast.

Mr. McFarland and FACCC would do us all a great service by moving heaven and earth to break down the hide bound attitudes that prevent community colleges from aggressively responding to the needs of working adults. When community colleges put the customers' needs first, then they will have nothing to fear from the U of P.

And by the way, University of Phoenix, by itself, enrolls as many students as several of the Los Angeles Community College District campuses.

P.S. I've worked in both community colleges and U of P, and found both have their strengths and weaknesses. But U of P was responsive to both students and faculty, with very little politics. Quality and value of the education are amazingly good at U of P.

Arthur Rubin
Los Angeles Community College District,
University of Phoenix
Via e-mail

John McFarland replies: Well, it certainly isn't "hide-bound" to define students as "customers" and thus education as a retail business. But Mr. Rubin should share with us just which community colleges have fought UP to a standstill. Probably none, since, rhetoric above to the side, UP enrolls most of its customers in upper division and graduate courses, and thus competes very little with us.

Political Action Is Faculty's Best Hope

As an appreciative FACCC member, I want to thank you for your hard work and fine information!

More than ever, I want to tell you how meaningful your weekly messages are and how my postage bill has increased! FACCC really motivates you to act rather than whine.

Last year, [FACCC Vice President] John McDowell ran by, said, "Join!" and out of admiration I did and now speak glowingly to all about FACCC. As a member of the program review committee at our college, I am even more convinced that our colleges are, indeed, faculty-driven and that, aside from union matters, much more should be guided by our many motivated and responsible faculty members. Wise, sophisticated and focused political action is our best hope.

Here's to you and [FACCC president] Sam [Weiss], to whom I am so grateful for her STRS presentation at L.A. Trade-Tech. You all, including John McDowell, are doing SUCH a good job!

Adrienne Zinn
Fashion Merchandising Chair/
Staff Development Coordinator
Los Angeles Trade-Technical College
Via e-mail

Long-Time Freeway Flyer Thanks FACCC

I am Dr. M. Steve Kiledjian, a physics/astronomy lecturer at UCLA, Cal Poly Pomona, and a dozen other community colleges here in the L.A. area.

✍ **FACCCTS** ***welcomes letters via mail (FACCC, 926 J Street, Suite 211, Sacramento, CA 95814), fax (916) 447-0726, or e-mail*** **k7martinez@aol.com.** ***Please keep letters under 250 words and include your name, address, and daytime phone number for verification.*** **FACCCTS** ***reserves the right to edit letters for length, clarity and style.***

I have been a part-timer for over 6½ years since my graduation from UCLA physics department, working on the average of over 25 hours per week, teaching between five to six different colleges at a time, and commuting over long distances.

I do very much thank you for all your efforts on behalf of us, the poor part-timers who have been exploited for so long now, for little pay, with no benefits, no health insurance (I have to support a wife and two children), no paid office hours, no office spaces, no job security, often looked down at or ignored by the full-time faculty. In addition, there is hardly any difference between a Ph.D. pay scale and a M.S. pay scale (a good way to encourage and motivate education in this country). I have had superb evaluations from my students and the faculty (but even that doesn't matter as much for finding a full-time job).

I just want to thank you for all your efforts again, and again.

Steve Kiledjian
Glendale, CA
Via e-mail

PTer Asks For Equity in Retirement

First, let me thank you for the great job you and other FACCC members are doing. Our organization is a very important voice for teachers.

Got a question for you though. Why, in all the work you did and are still doing to improve STRS benefits, is there nothing for part-timers? We make up a huge part of the work force and yet we seem to have been forgotten. As you probably know, unless a teacher was able to get hired full time, STRS benefits are a joke. I've been in the system for 23 years, working as close to a full load as part-timers are allowed, and by my calculations, by the time I retire I will get something around $400 a month from STRS. Actually I don't expect to be able to retire at all. The way benefits are calculated is extremely prejudicial against part-timers.

Community colleges were supposed to stop relying so heavily on part-time teachers, but of course they haven't really changed. Most part-timers would gladly take on a full-time position but that door is shut. Please recognize that we are a big part of your constituency and we need your help. Thanks for your efforts on our behalf.

Janet Lohr
City College of San Francisco

FACCC replies: FACCC **has** improved retirement benefits for part-timers, and continues to work on that issue! As we reported in *InFACCC* and *Off Track*, FACCC co-sponsored bills, now law, that (1) require districts to accurately calculate your work load and service credit, meaning that if you work a 60 percent load, you would receive credit for a 60 percent load, (2) merge the funding streams of the STRS Cash Balance and Defined Benefit plans to eliminate concerns about the CB plan's financial viability. Districts now have no excuse not to offer it. See page 31 for more information on FACCC's 1999 retirement agenda.

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FACCC Welcomes New Executive Director

Evelyn "Sam" Weiss

Please join me in welcoming our new executive director, Jonathan Lightman.

Jonathan was chosen after an extensive recruitment process that attracted 130 applicants from across the U.S., with the full FACCC Board of Governors making the final selection.

The FACCC staff members have done an excellent job continuing all programs and services in the interim. On behalf of FACCC members and the board, many thanks to the staff. And congratulations to executive secretary Janet Oropeza on the birth of her son, Joshua.

Your FACCC Board of Governors believes strongly that Jonathan is just the leader to help take the association into the future. He served for more than seven years as the director of government relations and political affairs for the National Association of Social Workers, California chapter. More recently he was legislative advocate with a contract lobbying and public affairs firm. Earlier in his career, he was senior consultant to a state assemblyman, and practiced law.

> You'll have the chance to meet Jonathan at the conference.

Meet Jonathan at the FACCC annual conference Feb. 25-27 in San Francisco. Don't delay in registering. *See pages 8 and 9.* We'll have sessions focusing on the budget, advocacy, educational technology, Partnership for Excellence, diversity, STRS and retirement planning, welfare reform, part-time faculty, vocational education, and more.

Take advantage of this to share with Jonathan your experiences, your views and your concerns. He looks forward to visiting your campus soon.

On another note, **Gov. Gray Davis has presented his first budget.** Community colleges didn't receive as big an increase as we've had in the past few years, but considering an estimated $2 billion shortfall, it's still a good starting point.

Davis proposed increases in growth (2.5 percent) and the cost of living adjustment (1.83 percent), as well as a $10 million increase in Partnership for Excellence funding.

However, there was no money proposed to hire new full-time faculty in either credit or noncredit programs. Increasing the number of full-time faculty is a high priority for all faculty groups; we will advocate for the necessary funds when legislators adopt a final budget.

Now the waiting game begins. Until the May revise is done, we won't see much negotiation on budget issues. If the economy remains strong, there is a very good possibility that the deficit will disappear. If the economy weakens, the deficit can get worse.

In the recent past we have seen significant increases in Prop 98 funds at the time of the May revise. We can only hope that will occur again this year.

The current legislative session is shaping up as anything but dull. FACCC will be there fighting for the California Community Colleges.

You can help by making sure your local legislator knows what community colleges do and the vital role we play in keeping California's economy strong.

Evelyn "Sam" Weiss teaches nursing at Golden West College and is president of FACCC. Her e-mail address is sweiss4514@aol.com.

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View From The Front

Year Ahead Poses New Opportunities

Jonathan Lightman

With warmest greetings, I am pleased to introduce myself as your new executive director. Although my Feb. 16 starting date is still four weeks away as I write this, I have begun to integrate myself in the new position. Already, I have met with the staff, lobbied several legislators and begun brainstorming new legislative proposals.

It feels great to be on the team.

I come to FACCC the old-fashioned way — a job announcement. Upon learning of the departure of FACCC's long-time executive director, Patrick McCallum, I submitted my application for consideration. I was working at a contract lobbying firm, representing education, legal, transportation, international trade and social work interests.

To succeed Patrick as executive director would give new meaning to the word, "opportunity." It would be a challenge that I could not pass up.

More important was the opportunity to represent the interests of the community college faculty. Having grown up in the San Fernando Valley, near Los Angeles Valley and Pierce colleges, I was quite familiar with the significance of the community college system in California and the faculty's overwhelming talent and dedication.

> I want to hear from members, and I also want to hear from that great body of potential members.

After graduating from law school in 1986, I spent two years as the Western states assistant counsel for the Anti-Defamation League, where I drafted a law creating a pilot program in civil rights education.

Upon moving to Sacramento, I served as senior consultant to the chair of the Assembly Rules Committee, and was then appointed as director of government relations and political affairs for the National Association of Social Workers, California Chapter. During my 7½ years at NASW, I directed all advocacy efforts, from direct lobbying to grass-roots mobilization to PAC management. Additionally, I served as NASW's interim director for six months while continuing my portfolios in government relations and political affairs.

During the past year, I represented NASW on a contract basis while developing skills as an entrepreneur and contract lobbyist. I am pleased to have helped NASW, along with my other clients, to find new representation in Sacramento in order for me to move into the FACCC office with a clean slate.

As your new executive director, my overriding goal can be stated in one word: inclusion.

I want to hear from members, and I also want to hear from that great body of potential members. What are your concerns, interests, proposals? How can FACCC better serve your needs? What suggestions do you have that will improve your career as community college faculty?

Your voice, your dedication, your dreams are what matters.

It is my intention to build upon Patrick McCallum's legacy and help the association reach new heights. As Henry David Thoreau explained, "If you have tried to build castles in the air, your work need not be lost — that is where they should be. Now put the foundations under them."

FACCC clearly followed Thoreau's admonition when it set out to increase STRS retirement benefits. There are many more issues before us – achieving 75/25 full-time/part-time ratios, improving working conditions for part-time faculty, Tidal Wave II – which demand our attention and vision.

We should set our sights as high as possible. Together, we will create a path toward success.

In the next few months, I will be traveling the state to meet with as many of you as possible. Please join me in setting our sights high, and creating that pathway toward success. I look forward to speaking with you soon.

Jonathan Lightman is executive director of FACCC. His e-mail address is faccceexec@aol.com

FACCC

Partnerships: Bridges for the Future

Idealism and action united to form
the creative power of this achievement.
— *Inscription on the Golden Gate Bridge*

Feb. 25 - 27
San Francisco

Crowne Plaza-Union Square Hotel

Tentative Program
subject to change

Thursday, Feb. 25 afternoon workshops
Educational technology, Partnership for Excellence, and diversity
Thursday evening reception
Friday, Feb. 26 morning plenary session
Keynote speaker, STRS legislation and future issues, retirement planning
Friday luncheon
Honoring past FACCC Executive Director Patrick McCallum
Friday afternoon concurrent sessions
Integration of technology and instruction, welfare reform, part-time faculty issues, vocational faculty and advisory committees, long-term care, and many more
Friday evening reception
Welcoming new FACCC Executive Director Jonathan Lightman
Saturday, Feb. 27 morning plenary session
Keynote speaker, "Advocacy 1999" roundtable discussion
Saturday luncheon
Closing speaker
Saturday afternoon
Annual meeting of the FACCC State Faculty Council
Events not yet scheduled: presentation of annual faculty member and legislator awards

ADDITIONAL ACTIVITIES:

- **Chinese New Year Parade** (Saturday evening)
- ***Beach Blanket Babylon* performance** (Saturday evening—advanced registration necessary)
- **Chinatown walking tour** (Sunday morning—advanced registration necessary)
- **Tour of Museum of Modern Art** (Sunday morning—advanced registration necessary)
- **Shopping, dining, and visiting museums in the heart of San Francisco.**

Partnerships: Bridges For the Future

To register for the 1999 FACCC Conference, Feb. 25-27 in San Francisco, return this form with payment no later than Feb. 12, 1999. Send to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Or call (916) 447-8555, fax (916) 447-0726 or *faccc@aol.com*.

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City: ____________________ **State:**__________**Zip:**__________

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__ 3-day (Thursday, Friday, Saturday)	$250
__ FACCC member discount (-$60)	$190
OR	
__ Thursday, Feb. 25 (including evening reception)	$85
__ FACCC member discount (-$15)	$70
__ Friday, Feb. 26 (including breakfast, lunch, reception)	$140
__ FACCC member discount (-$30)	$110
__ Saturday, Feb. 27 (including breakfast & lunch)	$85
__ FACCC member discount (-$15)	$70
	Subtotal A:$_____

ADDITIONAL DISCOUNT (Use no more than one)

__ new FACCC member — ATTACH COUPON	-$50
OR	
__ part-time faculty	-$50
	Subtotal B:$_____

OPTIONAL POST CONFERENCE ACTIVITIES

__ Saturday 7 p.m. performance of *Beach Blanket Babylon* (limited to first 55 adults)	
No. of adults:____X $33 =	$_____
__ Sunday, Feb. 28	
__11 a.m. guided tour of Museum of Modern Art. No. of people:__ X $12 =	$_____
OR	
__ 9 a.m. guided walking tour of Chinatown No. of people:__ X $12 =	$_____
	Subtotal C:$_____

TOTAL ENCLOSED (Subtotal A - subtotal B + subtotal C) .... **TOTAL $**_____

☐ **Check** **Or** ☐ **Visa/MC #** ____________________

Expiration Date: ____________________**Signature:** ____________________

Discount accommodations are available at the ***Crown Plaza-Union Square,*** *480 Sutter Street, San Francisco, CA 94108; call (888) 218-0808 immediately to insure special conference rate of $120 (plus taxes). Accommodations are not included in the conference registration fee. FACCC welcomes reporters to cover conference events. Please contact Communications Director Katherine Martinez at (916) 447-8555 or k7martinez@aol.com so we may assist you. Reporters must pay $35 per day if they wish to have meals provided.*

Visiting Los Medanos College

Kathenne Martinez/FACCCTS

FACCC Board of Governors member Lois Yamakoshi, of Los Medanos College, led a tour of her campus before the Nov. 20 FACCC issue forum on workforce development. Student and music tutor Richard Tucker, top, demonstrated how to create music in the MIDI computer lab.

More State Authority Suggested

State authority over the community college should be strengthened, according to a new report by the California Postsecondary Education Commission.

"Toward A Unified System," recommends that local boards remain in place, according to a Jan. 6 *Los Angeles Times article*, with the chancellor and California Community Colleges Board of Governors setting priorities, standards and spending guidelines for the system.

The report is less radical than that of the California Citizens Commission on Higher Education, which last July recommended eliminating local boards of trustees.

CC Institute Created

The Institute for Community College Development, based at Cornell University, will study educational, social and financial issues of importance to community colleges as they enhance programs to meet the needs of the 21st century workplace.

The State University of New York, Cornell and community college presidents announced their collaborative effort Nov. 11.

Community colleges serve about 11 million students nationwide.

CC Center Researches Issues

The Community College Research Center, established in 1996 by a three-year grant from the Alfred P. Sloan Foundation, is an organization at Teachers College, Columbia University.

The center's first two years of research, according to *Community College Times*, has focused on workforce development, innovations in pedagogy, economic returns to community college education and changing college missions. A November conference reviewed initial findings of the center's research, namely 10 reports written by center staff and affiliates, and established priorities for future research.

Completed reports, abstracts of those in draft form, and ordering information for all publications are available on the center's Web site at *www.tc.columbia.edu/~iee/ccrc*.

Academic Work Force Is 40 Percent Temporary

About 400,000 adjunct, part-time and full-time temporary college educators exist in the U.S., according to the National Adjunct Faculty Guild.

About 40 percent of the country's total academic work force is treated as temporary labor, roughly double the 1970 figure. The statistics were highlighted in the *Salon Magazine* essay "Going Adjunct" published Sept. 17. The author, Andreas Killen, said a friend defined "going adjunct" as homicidal impulses directed at the academic profession. "I talked to some of my fellow adjuncts, hoping they could tell me something, anything to reassure me," Killen wrote. "But they only seemed to agree that it was just a matter of time before adjuncts replaced postal workers as symbols of downtrodden…laborers."

Read the entire essay at *http://www.salonmagazine.com/it/feature/1998/09/17feature.html.*

New CalPERS Loan Program

The CalPERS Member Home Loan Program and 1st Advantage Mortgage offer eligible members a new FHA/ARM loan in addition to its current financing.

The CalPERS FHA/ARM allows borrowers to qualify for home loans at a lower interest rate under more liberal standards established by FHA.

The following is a list of benefits to the CalPERS, LRS and JRS members when choosing a FHA/ARM loan: purchases and refinances available, competitive interest rates with a 60-day rate lock with 2 free float down options, controlled closing fees, 100 percent financing available, 1 percent annual interest rate cap and 5 percent lifetime cap.

Down payment sources: personal retirement account secured loan, 100 percent gift by a family member, member's assets.

Closing costs sources: gift, seller contribution up to 6 percent of sales price, member assets.

For more information, call Dino Rosetti at (916) 853-8200.

CalPERS Long Term Care

The CalPERS Board of Administrators has approved a 1999 application period from April 1 to June 30 for the Long-Term Care Program.

The program offers long-term care coverage to all California public employees, teachers, retirees, their spouses, parents and parents-in-law, and is the largest self-funded, not-for-profit long-term care program in the U.S. The program is tax-qualified, meaning benefits are tax-free and a portion of the premiums may be tax deductible.

Six out of 10 people over age 65 will require some type of long-term care. Long-term care is typically not covered by health insurance or Medicare. For a free information packet, sent when the application period begins, call (800) 338-2244.

Gates: CC Tech Role "Critical"

Community colleges are becoming "absolutely critical" in the information age, Bill Gates said in a November speech to the annual technology conference of the League for Innovation in the Community College. According to *The Chronicle of Higher Education*, he said community colleges could both help train high-tech workers and help improve access to technology.

"It's really the community colleges that can help fill the gap" between the strong demand for technology employees and the limited supply, Gates said via satellite. The chairman of the Microsoft Corporation said that the lack of skilled workers was "a real challenge" for Microsoft, and that its partner companies report the shortage as their top problem.

One example of Microsoft's commitment to working with the colleges, he said, was the company's Authorized Academic Training Program, which helps community colleges and high schools set up courses that train students to use Microsoft products.

Gates invited community-college leaders to help the company better serve its education customers. Since last year, the company has been part of the Microsoft/Compaq Community College Advisory Council, which includes representatives of the two companies as well as 11 community-college leaders.

"The more I've learned about the community-college system throughout the United States," he said, "the more I've been impressed."

Int'l Students Choose OCC

Orange Coast Community College ranks 13th out of the 1,200 U.S. community colleges in the number of international students it enrolls, according to the American Association of Community Colleges. About 1,000 international students attend OCC.

The Dec. 1 issue of *Community College Times* highlighted a 22-year-old Kenyan student, Charles Njuguna, who came to the college to pursue accounting studies.

Njuguna attends Orange Coast for about $3,500 per year, expensive by Kenyan standards, but inexpensive compared to other U.S. higher education institutions. Njuguna's goal is to earn a graduate degree in the U.S. then return to Kenya to teach and run his own business.

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez: (916) 447-8555 or *k7martinez@aol.com.*

New FACCC Members Since October:

Please welcome the following new members to the FACCC family. If you see them in the halls, say "hi" and let them know they've made an important decision in their professional lives.

Alameda: Ed Jaramillo, George Pacheco

American River: Daniel Crump, Christopher Impinna, Robert Irvine, Martina Molina-Kanae, Janet Olson

Antelope Valley: Magdalena Caproiu, Ima Moore, Marianne Stewart

Bakersfield: Judy Mays, James McDonnell, Paula Parks

Butte: Mae Manthey

Cabrillo: Winifred Baer

Canada: Philip Egan

Cerritos: Nancy Angle, Bonnie Barrett, Edward Bloomfield, Constance Boardman, Gary Cain, Richard Davis, Richard Feinberg, Kenneth Hanson, Fred Henry, Linda Ho, Robert Walther, James Woolever

Cerro Coso: Karl Kratz

Chaffey: Tania Marien

Citrus: Dana Hester, Julie Lowe, Heddy Paek, Tanja Rinkel, Christopher Scott, Tasha Van Horn

Columbia: Micha Miller

Compton: Joan Clinton, Elinor Hirsch, Trinidad Macias

Contra Costa: Michael LeFebvre, Russell Van De Wark

Crafton Hills: Raymond Gonzalez

Cuesta: George Stone

Cuyamaca: Adriana Garibay

DeAnza: Mary Roberts, Lawrence Vernazza, Muata Weusi-Puryear

Desert: Patricia Keller, Irene Larsen, Martin Mason, Margaret Rose, Hushang Shahidi

Diablo Valley: Leon Borowski, Jane Brecha, Jan DeShera, Lynda Kirschbaum, Owen Lee, Chris Nelson

El Camino: Carolyn Hardy, Dawn Reid

Evergreen: Rosemarie Alpay, Robert Cortez, Harvey Gipson, Robert Hall, Tech Ky

Feather River: Judith Andrews

Fresno: Roberta Baber, Bonnie Smith, Richard Valencia

Fullerton: Linda Cushing, Kathleen Nauer

Gavilan: Marc Knobel

Glendale: Victor King, John Leland

Golden West: Spencer Carle, Van Dees, Karen Hinton, Wayne Olson

Grossmont: William Bornhorst, Veronica Burton, Gerilyn Herold, Mary McKenzie, Donald Patterson

Imperial Valley: Edward Brashear, Myrka Gonzalez, Sidne Horton, Jill Lemo, Marian McDaniel, Thomas Paine, Donna Richards-Croft, Betsy Riehle, Valerie Rodgers

Irvine Valley: Kathryn Milostan-Egus

Lake Tahoe: Richard Buchser, Stephen Fernald, Morton Meiers

Laney: Maryellen Hickson, Margaret Traylor

Las Positas: Jackie Fitzgerald

Long Beach: Ann Mitchell, Zenaida Pancho, Janice Tomson

Los Angeles City: Ron Emmons, Elizabeth Gallagher, Nita Kincaid

East LA: Richard J Beltran, Kerrin McMahan

LA Harbor: Sachiye Nakano, Mark Wood

LA Pierce: Sandra Schneider, James Warren II

LA Southwest: Helene Seeman

LA Trade-Tech: Linda Delp, Ralph Guthrie, Steven Holguin, Sandy Parsakar, Alfred Porter, Jacqueline White, Henry Willis

LA Valley: Linda Jones, Laura Manson, Marla O'Connell

West LA: Sandra Lynn Christenson

Marin: Carol Adair, Barbara Cancilla

Merced: Mai Dang

MiraCosta: Salvador Delgado, Peggy Jones, Nancy Lee, Mia McClellan, Larry Nugent, Sergio Ochoa, Denise Plante, Mohammed Rajah, James Stanton

Mission: Donelle McGee

Modesto: Nancy Backlund, Ronald Cooper, Jillian Daly, Bonnie Davila, Donald Davis, Karen DeVaney, Janell Glance, Jack Heinsius, Deborah Helsel, Tim Hobert, Mtafiti Imara, Matthew Kucich, Alan Layne, Kathleen McKuin, Roarke O'Leary, Jan Pinckney

Mount San Antonio: Jenny Chen, Elaine Emanuel, Ursula Rauch, Becky Roberts

Mount San Jacinto: Milly Douthir

Ohlone: Evangelina Genera, Laurie Prusso

Orange Coast: Joan Salinger

Oxnard: Christopher Horrock, Ana Valle, Gerald White

Palo Verde: Bruce Wallace

Palomar: George Pesacreta

Pasadena: Marwan Chammas

Redwoods: Marla Gleave

Reedley: Lenora Barnes, Lorena Dobusch, Lloyd Dry, Lois Parento

Rio Hondo: Edna Ball, Bruce Burkhart, Martha De La Mora, Frank O'Kelley, Burma Wooten-Sims

Riverside: Edward Bush, Mark Lehr, William McDaid, Susan Robson, Barbara Saxon, Jan Schall, Don Wilcoxson

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Santiago Canyon: Richard Ackerman, Diana Babayan, Cari Cannon, Judyanne Chitlik, William Clary, Jim Gates, David Hath, Jean Hibben, James Reach

Sequoias: Kirby Mannon

Shasta: Carel Clay

Sierra: Sandra Asari, Linda Fraser, Reyes Ortega

Solano: Carol Lilleberg, Leona Wallace

Southwestern: Maria Theresa Abuan, Martha Aldana, Deanna Alonso-Lyrintzis, Roger Bailey, Ralph Edwell, Greg Hazlett, Mary Holmes, Anita Holt, Cheryl Johnson, Walter Justice, Ginny Marie Kansas, Alison MacArthur, Kevin Robinson, Treasure Sucheck

Taft: Terry Brothers

Ventura: Margaret Castor, Christine O'Neill

Victor Valley: Chris Cole, Deirdre Collins, Maggie Keil, Ishtobe Malcolm, David Miller

West Hills: Martha Rodgriguez

MEMBER Get a MEMBER

Just One.

It's easy. Ask one colleague to join FACCC.

THE MODERN LANGUAGE ASSOCIATION
Promoting Excellence in Teaching and Scholarship

Founded in 1883, the Modern Language Association of America provides opportunities for its members, now numbering more than 30,000, to share their scholarly findings and teaching experiences with colleagues. MLA members are busy preparing the fifth edition of the *MLA Handbook for Writers of Research Papers* (which will be sent free of charge to all 1999 members); participating in over 100 committees, divisions, and discussion groups; and working on a variety of other projects. Below are just a few highlights from recent and current activities:

- The MLA Executive Council has authorized implementation of the recommendations in the report of the Committee on Professional Employment, which is available on the MLA's Web site (www.mla.org) and appeared in the October 1998 issue of *PMLA*.
- The MLA has joined an informal coalition of academic associations that are concerned about the growing number of part-time teachers and the conditions under which they work.
- R. R. Bowker's *Magazines for Libraries 96* called *PMLA* "the most prestigious literary journal published in the United States" and rated it "highly recommended." Recent special topics have addressed colonialism and the postcolonial condition, the status of evidence, and the teaching of literature; the January 1999 issue will feature articles on the special topic ethics and literary study.
- The Texts and Translations series now includes Marie Riccoboni's *Histoire d'Ernestine*, Isabelle de Charrière's *Lettres de Mistriss Henley*, Françoise de Graffigny's *Lettres d'une Péruvienne*, Claire de Duras's *Ourika*, Eleonore Thon's *Adelheit von Rastenberg*, and the short stories of Emilia Pardo Bazán.
- *Learning Foreign and Second Languages: Perspectives in Research and Scholarship* (edited by Heidi Byrnes)—the first volume in the new MLA series Teaching Languages, Literatures, and Cultures—was published in November 1998.

EVERY MLA MEMBER RECEIVES

- subscriptions to the *MLA Newsletter* (four issues) and to *PMLA* (six issues, including the membership directory and the convention program)
- a copy of *Profession*, an annual collection of articles on the field
- a copy of the fifth edition of the *MLA Handbook*, which is scheduled for publication in May 1999
- reduced registration and hotel fees at the annual convention in December
- membership in divisions and discussion groups that focus on members' scholarly and teaching concerns
- significant discounts on the *MLA International Bibliography* and on more than 160 books and pamphlets published by the MLA

☐ PLEASE ENROLL ME AS A 1999 MLA MEMBER.

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Legislative Focus

Romero Will Push For More College Funding

by Katherine Martinez
***FACCCTS* Managing Editor**

Gloria Romero calls the community colleges the "Ellis Island of higher education."

"It's really the first landing of higher education," Romero told FACCC during a phone interview.

Romero, the new 49th district assemblywoman, knows firsthand about the "Ellis Island of higher education," especially for women, minorities and the working class. She is a product — and has been an employee — of all three higher education segments. It's a unique position to be in, she said.

Now Romero is making the transition from grassroots activism to electoral politics. She was the FACCC-endorsed, Democratic winner in the June primary for the Assembly seat of Diane Martinez, who left due to term limits. Romero later went on to defeat token opposition in the November general election. She serves on the Assembly Higher Education Committee.

> "...let's put our money where our mouth is...Community colleges and CSU need more support."

The 17-year educator's main priorities will be health care for women and adolescents, environmental justice and higher education.

A 1975 graduate of Barstow Community College, she had until recently taught psychology at East Los Angeles College and CSU Los Angeles. In 1995, she became the first Latina elected to the Los Angeles CCD Board of Trustees.

Romero, who has written extensively on sociocultural influences on women and minorities, has received national recognition as an HIV/AIDS education and prevention research scholar, including support from the National Institute of Mental Health, Universitywide AIDS Program, the Ford Foundation, and the Social Science Research Council.

In her district, East Los Angeles College "is one of the engines driving the revenue." One of the issues she raised during her campaign was that community colleges, the work horse of higher education, are "shortchanged" in funding. Especially considering its increased burdens due to welfare reform and CSU's decision to gradually eliminate remedial education. She'd like to examine funding formulas for K-12 and the California Community Colleges.

"...Our colleges don't get the money they need for what they have to face," Romero said.

She has followed FACCC's advocacy efforts and said she's looking forward to working closely with FACCC.

"I'm interested in becoming a strong advocate for higher education, access and opportunity for all of our kids," Romero said. "In my majority Latino district, it's important for people to understand the difference a college education makes. And for my district, it begins with a community college."

Romero began her career as a part-timer in the CSU system, where, she said, about 50 percent of faculty members are part-time faculty. She said she's displeased to see a two-tier system of part-timers develop in the community colleges, in which those who teach only one class often don't receive the offers of medical insurance and paid office hours given to other part-timers.

She's also concerned about penalties that she says are applied "very disparately" for districts who don't meet 75/25 ratios for full-time/part-time instruction hours.

Romero said she's looking forward to the policy debates and working with a team of colleagues in Sacramento. She has worked closely with Assembly Speaker Antonio Villaraigosa on past issues, as well as with Assemblymen Gil Cedillo and Scott Wildman.

"My hope is we can have some substantive study on the issues," she said. Ultimately, when budget time rolls around next year, Romero wants to work with associations and organizations to steer her colleagues toward investing in the state's future.

"It comes down to priorities," she said. "...let's put our money where our mouth is, let's push for funding. Community colleges and CSU need more support."

"We have some major opportunities and challenges before us."

A version of this article first appeared last July on the FACCC Web Site, *www.faccc.org*.

Assembly District 49 office: (626) 570-6121

Legislative Focus

Zettel Says Education Reform Critical to State

by Katherine Martinez
FACCCTS Managing Editor

Charlene Zettel's first priority as the 75th district's assemblywoman was to obtain a seat on an education committee.

"Education reform is one of the most critical issues facing the state of California," Zettel said in phone interview with FACCC.

Zettel, a moderate Republican who now serves on the Assembly Education Committee, was a Poway school board member when she beat two conservatives in the June primary election. Her Democratic opponent conceded November's election, making her the first Latina in the Assembly GOP.

Zettel, whom FACCC endorsed, said she has not had an opportunity to work on community colleges issues before, and looks forward to working with FACCC.

"I think community colleges have a unique opportunity," Zettel said, not only in continuing to be an "educational bridge" to higher education, but to help welfare recipients, and workers who may already have a couple of degrees, retrain for new positions. She is especially interested in school-to-career and private-public partnerships.

> "I think the more public-private partnerhsips we can create, the more efficient the system will be."

"I see tremendous opportunities to work with business and industry leaders," she said.

With a recovering economy, Zettel thinks the community colleges and K-12 increased funding to some extent "will occur naturally on its own," but that K-14 must communicate to voters the good job they are doing.

"I think too many times, the message being sent to people is the failures of the system rather than the successes," she said. "People need to be proactive in telling the good news, restore competence. We need to let the taxpayers know their tax dollars will be put to good use, and the system does work."

Zettel said Californians need to see accountability.

"I think we have to be careful to not micromanage the system," she said, "but I think what has happened in the past [is that] the voter does not see accountability. So the challenge of faculty groups and educators needs to be what accountability would they like to see built into the system that politicians can support."

FACCCTS

Zettel said she'd like to examine how to expand the influence of the community college system through possible partnerships with schools, and city and county governments. Palomar College in her district is trying to expand its satellites, she said, and she would like to work on helping facilitate new locations for community colleges.

"I think the more public-private partnerships we can create, the more efficient the system will be."

She said she wants to work with all interested groups — parents, teachers and business and industry — to formulate ideas for making California's educational system work better. She said she's seen many high school graduates have difficulty entering the UC system, and wants to make sure they have a place to go.

"I am eager to work with the Faculty Association to bring about the best education possible for the students we serve," Zettel said, "and to bring accountability into the system and send that message to the voting public that community colleges are working, are fulfilling tremendous needs."

School funding is one of her priorities. She acknowledged that higher education and K-12 schools both have construction backlogs, and need more money.

"We just need to see what we can do to maximize tax dollars, create more partnerships, maybe [develop] mutual sharing of facilities, even sharing facilities with private industry," Zettel said. "We need to look beyond the box to see how we can solve problems."

Zettel, who had long worked as a dental hygienist in her husband's office, is also interested in health care issues, although she said she was motivated to run for the Assembly because of her interest and commitment to improving education. Students here face more challenges than in the past, she said.

A version of this article first appeared last July on the FACCC Web Site, *www.faccc.org*.

Assembly District 75 office: (619) 486-5191

State Legislators

Senate Districts	Assembly Districts	Primary CCC Districts
SD 1 Tim Leslie (R)	AD 3 **Sam Aanestad** (R) AD 4 Thomas "Rico" Oller (R)	Butte, Feather River, Lake Tahoe, Lassen , Los Rios, San Joaquin Delta, Sierra, Yosemite, Yuba
SD 2 **Wes Chesbro** (D)	AD 1 Virginia Strom-Martin (D) AD 7 **Patricia Wiggins** (D)	Mendocino-Lake, Napa Valley, Redwoods, Solano County, Sonoma County, Yuba
SD 3 John Burton (D)	AD 6 Kerry Mazzoni (D) AD 13 Carole Migden (D)	Marin, San Francisco, Sonoma County
SD 4 K. Maurice Johannessen (R)	AD 2 **Richard Dickerson** (R) AD 8 Helen Thomson (D)	Butte, Los Rios, San Joaquin Delta, Shasta-Tehama-Trinity Join, Siskiyou Joint, Solano County, Yuba
SD 5 Patrick Johnston (D)	AD 10 **Anthony Pescetti** (R) AD 17 Mike Machado (D)	Los Rios, San Joaquin Delta
SD 6 **Deborah Ortiz** (D)	AD 5 **Dave Cox** (R) AD 9 **Darrell Steinberg** (D)	Los Rios
SD 7 Richard K. Rainey (R)	AD 11 Tom Torlakson (D) AD 15 Lynne Leach (R)	Chabot-Las Positas, Contra Costa
SD 8 **Jackie Speier** (D)*	AD 12 Kevin Shelley (D) AD 19 Lou Papan (D)	San Francisco, San Mateo County
SD 9 **Don Perata** (D)	AD 14 Dion Aroner (D) AD 16 Don Perata (D)	Contra Costa, Peralta
SD 10 **Liz Figueroa** (D)	AD 18 **Ellen Corbett** (D) AD 20 **John Dutra** (D)	Chabot-Las Positas, Ohlone, San Jose-Evergreen, West Valley-Mission
SD 11 Byron Sher (D)	AD 21 Ted Lempert (D) AD 24 Jim Cunneen (R)	Foothill-DeAnza, San Jose-Evergreen, San Mateo County, West Valley-Mission
SD 12 Dick Monteith (R)	AD 25 George House (R) AD 26 Dennis Cardoza (D)	Merced, State Center, Yosemite
SD 13 John Vasconcellos (D)	AD 22 Elaine Alquist (D) AD 23 Mike Honda (D)	Foothill-DeAnza, San Jose-Evergreen, West Valley Mission
SD 14 **Chuck Poochigian** (R)	AD 29 **Mike Briggs** (R) AD 32 Roy Ashburn (R)	Kern, Sequoias, State Center
SD 15 Bruce McPherson (R)	AD 27 Fred Keeley (D) AD 28 Peter Frusetta (R)	Cabrillo, Gavilan Join, Hartnell, Peninsula, San Jose-Evergreen, Monterey
SD 16 Jim Costa (D)	AD 30 **Dean Florez** (D)* AD 31 **Sarah Reyes** (D)	Kern, Merced, Sequoias, State Center, West Hills, West Kern
SD 17 William Knight (R)	AD 34 Keith Olberg (R) AD 36 George Runner (R)	Antelope Valley, Barstow, Kern, Santa Clarita, Victor Valley
SD 18 Jack O'Connell (D)	AD 33 **Abel Maldonado** (R) AD 35 **Hannah-Beth Jackson** (D)*	Allan Hancock Joint, Hartnell, San Luis Obispo County, Santa Barbara, Ventura County
SD 19 Cathie Wright (R)	AD 37 **Tony Strickland** (R) AD 38 Tom McClintock (R)	Santa Clarita, Ventura County
SD 20 **Richard Alarcon** (D)	AD 39 Tony Cardenas (D) AD 40 Bob Hertzberg (D)	Los Angeles
SD 21 Adam Schiff (D)	AD 43 Scott Wildman (D) AD 44 Jack Scott (D)	Glendale, Los Angeles, Pasadena area

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Legislators in **BOLD** are new to the position * indicates seats that have changed political parties

State Legislators

Senate Districts	Assembly Districts	Primary CCC Districts
SD 22 Richard Polanco (D)	AD 45 Antonio Villaraigosa (D) AD 46 Gil Cedillo (D)	Los Angeles
SD 23 Tom Hayden (D)	AD 41 Sheila James Kuehl (D) AD 42 Wally Knox (D)	Santa Monica, Los Angeles
SD 24 Hilda Solis (D)	AD 49 **Gloria Romero** (D) AD 57 Martin Gallegos (D)	Los Angeles, Mt. San Antonio, Rio Hondo
SD 25 Teresa Hughes (D)	AD 51 Edward Vincent (D) AD 52 Carl Washington (D)	Compton, El Camino, Los Angeles
SD 26 **Kevin Murray** (D)	AD 47 **Herb Wesson** (D) AD 48 Roderick Wright (D)	Los Angeles
SD 27 Betty Karnette (D)	AD 54 **Alan Lowenthal** (D)* AD 56 Sally Havice (D)	Cerritos, Long Beach, Los Angeles
SD 28 **Deborah Bowen** (D)	AD 53 **George Nakano** (D) AD 55 Richard Floyd (D)	Compton, El Camino, Long Beach, Los Angeles
SD 29 Richard Mountjoy (R)	AD 59 Bob Margett (R) AD 60 **Robert Pacheco** (R)	Cerritos, Citrus, Mt. San Antonio, Pasadena area
SD 30 **Martha Escutia** (D)	AD 50 **Marco Firebaugh** (D) AD 58 **Thomas Calderon** (D)	Cerritos, Los Angeles, Rio Hondo
SD 31 James B[illegible] (R)	AD 63 Bill Leonard (R) AD 65 Brett Granlund (R)	Chaffey, Desert, Mt. San Antonio, Riverside, San Bernardino
SD 32 **Joe Baca** (D)	AD 61 **Nell Soto** (D)* AD 62 **John Longville** (D)	Chaffey, San Bernardino
SD 33 John Lewis (R)	AD 71 Bill Campbell (R) AD 72 Dick Ackerman (R)	North Orange County, Rancho Santiago, Saddleback
SD 34 **Joe Dunn** (D)*	AD 68 **Ken Maddox** (R) AD 69 **Lou Correa** (D)*	Coast, North Orange County, Rancho Santiago
SD 35 Ross Johnson (R)	AD 67 Scott Baugh (R) AD 70 Marilyn Brewer (R)	Coast, North Orange County, Rancho Santiago
SD 36 Ray Haynes (R)	AD 64 Rod Pacheco (R) AD 66 Bruce Thomson (R)	Palomar, Riverside, Mt. San Jacinto
SD 37 David Kelley (R)	AD 75 **Charlene Zettel** (R) AD 80 Jim Battin (R)	Grossmont-Cuyamaca, Imperial, Palo Verde, Desert, Palomar
SD 38 **Bill Morrow** (R)	AD 73 **Patricia Bates** (R) AD 74 Howard Kaloogian (R)	MiraCosta, Palomar, Saddleback
SD 39 Dede Alpert (D)	AD 76 Susan Davis (D) AD 78 Howard Wayne (D)	San Diego, Southwestern
SD 40 Steve Peace (D)	AD 77 Steve Baldwin (R) AD 79 Denise Ducheny (D)	Grossmont-Cuyamaca, San Diego, Southwestern

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Architecture	03/26/99	Journalism	03/19/99
General Biology	03/12/99	Librarian (Collection Development)	03/26/99
Chemistry	03/19/99	Mathematics - Cross Level (2)	03/19/99
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Computer Science (Programming)	04/23/99	Philosophy	03/26/99
Cosmetology	03/19/99	Physics	04/02/99
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FACCC

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California Community Colleges, Inc.
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TEL (916) 447-8555
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UA Sunrise Cinemas, 5926 Sunrise Mall, Citrus Heights
UA Movies 6, 7229 Greenback Lane, Citrus Heights
Del Oro 3, 165 Mill Street, Grass Valley
Grass Valley Cinema, 11399 Sutton Way, Grass Valley
Empire Cinemas, 6470 Redwood Drive, Rohnert Park
Olympus Pointe, 520 North Sunrise Ave., Roseville
Laguna Village Theatre, 8755 Center Parkway Drive, South Sacramento
UA Arden Fair Market Square, 1739 Arden Way, Sacramento
UA Downtown Plaza, 445 Downtown Plaza #2113, Sacramento
Santa Rosa Theatre, 620 Third Ave., Santa Rosa
UA 5 Santa Rosa, 547 Mendocino, Santa Rosa
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AMC 1000 Van Ness, 1000 Van Ness Avenue, San Francisco
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UA Coronet Theatre, 3575 Geary Blvd, San Francisco
UA Galaxy 4, 1285 Sutter Street, San Francisco
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Vogue Theatre, 3290 Sacramento Street, San Francisco

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AMC Vallejo Plaza 6, 3465 Sonoma Blvd, Vallejo

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UA Pruneyard Theatre, 1875 South Bascom Ave., Campbell
AMC Milpitas 10, 577 East Calaveras Blvd, Milpitas
UA Cinema 6, 305 Walnut Street, Redwood City
AMC Saratoga 14, 700 El Paseo de Saratoga, San Jose
AMC Town & Country 1, 2980 Stevens Creek Blvd.,San Jose
AMC Oakridge 6, 913 Blossom Hill Road, San Jose
San Jose Pavilion, 201 South 2nd Street, San Jose
AMC Mercado 20, 3111 Mission College Blvd, Santa Clara
AMC Sunnyvale 6, 2604 Town Center Lane, Sunnyvale

Central Valley Areas:
AMC Stockdale 6, 5430 Stockdale Highway, Bakersfield
UA Movies 6, 4200 California Ave., Bakersfield
UA East Hills 10 Theatre, 3100 Mall View Road, Bakersfield
UA East Hills, 3200 Bernard Street, Bakersfield
UA 8 Clovis, 2301 Villa Avenue, Clovis
UA Sierra Vista Theatre, 801 Santa Anna Avenue, Clovis
Manchester Mall Cinema, 3760 Blackstone North, Fresno
Broadway Faire 10, 3351 West Shaw Avenue, Fresno
UA Merced Movies 4, 301 West Main Street, Merced
UA Regency Theatre, 635 Fairfield Drive, Merced

Mid Coast Areas:
UA Mission Oaks, 5001 Verdugo Way, Camarillo
UA State Monterey, 417 Alvarado Street, Monterey

Los Angeles Area:
AMC Burbank 14, 140 East Palm Avenue, Burbank
AMC Media Center 8, 201 East Magnolia Blvd #345, Burbank
AMC Media Center 6, 770 North 1st Street, Burbank
AMC Chino Town Square 10, 5501 Philadelphia Street, Chino
AMC Puente Hills 20, 1560 South Azusa Ave., City of Industry
AMC Covina 30, 1414 North Azusa Avenue, Covina
UA Movies 7, 10801 Zelzah Avenue, Granada Hills
AMC Hermosa Beach 6, 1617 PCH, Hermosa Beach
UA La Canada, 1919 Verdugo Blvd, La Canada
UA Lakewood Theatre, 6440 South Street, Lakewood
AMC Century City 14, 10250 Santa Monica Blvd #196, L.A.
UA Coronet, 10889 Wellworth Avenue, Los Angeles
AMC Montebello 10, 1475 North Montebello Blvd, Montebello
UA Movies 6, 6355 Bellingham Avenue, North Hollywood
AMC Norwalk 20, 12300 East Civic Center Drive, Norwalk
UA Movies 6, 64 West Colorado Avenue, Pasadena
AMC Old Pasadena 8, 42 Miller Alley, Pasadena
AMC Santa Monica 7, 1310 3rd Street, Santa Monica
UA 5 Thousand Oaks, 382 West Hillcrest Drive, Thousand Oaks
AMC Rolling Hills 20, 2591 Airport Drive, Torrance
Del Amo 6 Theatre, 91-A Del Amo Fashion Square, Torrance
AMC Promenade 16, 21801 Oxnard Street, Woodland Hills
UA Warner Center, 8030 Canoga Avenue, Woodland Hills

Orange County and Inland Empire:
UA Movies 4, 1008 Brea Mall, Brea
UA Cinema 8 Brea, 965 Birch Street, Brea
UA Los Cerritos, 435 Los Cerritos, Cerritos
AMC Fullerton 20, 1001 South Lemon, Fullerton
AMC Puente Plaza 10, 17801 East Gale Avenue, Industry
AMC Marina Pacifica 12, 5346 East PCH, Long Beach
AMC Pine Square 16, 245 Pine Avenue, Suite 100, Long Beach
UA Movies Long Beach, 6501 PCH, Long Beach
UA 6 Marina Del Rey, 4335 Glencoe Avenue, Marina Del Rey
AMC Ontario Mills 30, 4549 Mills Circle, Ontario
UA 6 Riverside, 3660 Park Sierra Drive, Riverside
UA Tyler Cinema, 3485 Galleria & Tyler, Riverside
AMC Commercenter 6, 201 East Airport Drive, San Bernardino
AMC Main Place 6, 2800 North Main Street # 999, Santa Ana
AMC Victor Valley 10, 14470 Bear Valley Road, Victorville

San Diego Area:
AMC Wiegand Plaza 8, 220 North El Camino Real, Encinitas
UA 8 Escondido, 362 West Del Norte Parkway, Escondido
AMC La Jolla Village 12, 8657 Villa La Jolla Drive, La Jolla
AMC Mission Valley 20, 1640 Camino Del Rio North, San Diego
Movies @ Horton Plaza, 475 Horton Plaza, San Diego
AMC Fashion Valley 18, 7037 Friars Road, San Diego
AMC Santee Village 8, 9625 Mission Gorge Road, Santee

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Readings' View: Universities in Ruins

John F. McFarland

A review of *The University in Ruins*,
by Bill Readings (Harvard University Press)

It takes a modern to find romance in ruins. Earlier people leave little record of such fascination. When in medieval Rome only about 35,000 people rattled around in a nearly empty city that was once built for twenty times their number they were surrounded by heaps of former splendor. They pillaged what they could use for construction and treated the rest with indifference.

It was quite a contrast to late 18th century England, where well-to-do gentry actually built brand new "gothic ruins" on their estates, this to add a picturesque touch that might impress weekend guests. And demolition continues to devastate us. From Shelley's "Ozymandias" to twelve-explosion movies that blow up the White House we have yet to have our fill.

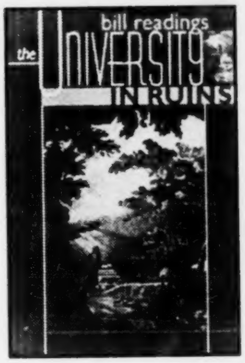
After all, ruins signify progress, not loss, to us. Modernity is built on the promise of a glorious future blasted out of the present. Destroyers' remorse is not permitted. We must eat the omelet without regretting the egg. That is, if we are fully modern.

And what is more modern than a post-modern professor? Bill Readings, a trendy comparative lit Canadian tragically killed two years ago in an air crash, left behind for minor editing a nearly complete, if apocalyptic, vision of the future of higher ed. He saw the university not simply in disarray or chaos, but "in ruins."

However, they are not the ruins so commonly retailed these days. His is not another philippic about "tenured radicals" poisoning our Western traditions with '60s leftism, neo-feminism and tolerance. Readings accepts the redemptive claims of most such fright figures and, for added measure, urges replacement of the old compartmentalization of knowledge with interdisciplinary studies and multiculturalism. His only take on campus radicalism is to find it mildly disappointing.

Nor does Readings even raise his voice in the universal teachers' plaint about students with attitudes and without skills.

So what wreckage, exactly, is Readings talking about? Higher ed certainly hasn't lost its appeal. Our campuses are as packed as an airport in a holiday blizzard. Americans who attend college outnumber the residents of Belgium or Cuba. The figure for Californians enrolled in a local community college is greater than the population of each of twelve U.S. states.



The ruins Readings professes to see are more subtle. They are what is left now that higher ed has been gutted of its purpose. To identify that purpose he constructs a history out of what he calls "the founding texts" of the modern university. These texts, most notably those of the poet Schiller, the scientist Humbolt and the political theorist Fichte, envisioned professors advancing German culture through teaching and research.

Their creation is distinguished from its medieval ancestor by the nationalist (rather than religious) beliefs of its designers. Hence, Readings devises a sociology of international education. Educated Germans had begun to trace their roots to the Greeks and thus thought of "culture" as Plato might have, that is, as pure reason. As a result, philosophy departments would dominate German colleges. The English, on the other hand, would rather find their nation's cultural progenitor in Shakespeare and their campuses would form around the study of literature. Americans, given their diverse immigrant culture, have no common traditions save that of technology, which they made their focus.

"Research" might thus mean one thing (philosophic disputes) to Germans, another (the meaning of MacBeth) to Brits and yet a third (laboratory work) in the U.S. The common denominator is that the "modern" university exists (or, existed) as vassal to the nation state.

We had to clutch down to that bracketed past tense because the nation states are themselves "in ruins." Readings insists they were deposed from their pre-eminent positions by the global economy, a fact made unavoidably clear only when the end of the Cold War deprived them of the last vestiges of importance.

Globalism, he says, dissolves the old imperatives. "The University no longer has to safeguard and propagate

continued on next page

national culture because the nation-state is no longer the major site at which capital reproduces itself."

Some of Readings' critics have mistaken such language as the mechanical application of Marxist formulas. That is far from the case. Marx believed dominant social classes to be the true depositories of power. Governments were no more than a means of keeping the underlings — well, under. Marx paid little analytic heed to nationalism and seriously underestimated the gravitational pull it would one day exert on workers. Nor did his fellow socialists get the picture. They rewrote the French national anthem as "The International." One day all workers would unite across state borders against the bourgeoisie. And when they were victorious the workers would absorb all people into the proletariat. That would leave the political state with no one to oppress and it would "wither away."

> ...the main weakness to *The University in Ruins* lies in its curious — one might almost say, occult — history of higher ed.

Readings does have it that the nation state has withered away, but what is left is "capital" (not, interestingly enough, capitalists). And now, in global coition it will "reproduce itself." Here is a personification more suitable to the obsessions of Kenneth Starr than to the methods of a social scientist. Yet, on this wraithful vision rests Readings' argument that higher ed as we know it has been laid out on the cold marble slab of history.

But first, let's examine Readings' best-aimed scorn, that which details the rise of academic management and its unwholesome affection for what he calls "The Idea of Excellence." "Excellence" is the understudy, which has already stepped into the role that "Culture" once played.

"Culture," that object of educational purpose, yoked the university to the nation state. "Excellence" is a perfect substitute precisely because the term has no intrinsic referent. It is, in H.L Mencken's phrase, "a bosh that soothes and nourishes." Flagpoles are "excellent" for reasons quite different than those that make parking lots excellent. If bureaucrats are to inherit a university bereft of purpose what better codicil than one that allows them to define it as they wish.

Readings is brilliant in pursuing this concept. He notes how the annual college ratings published by *U.S. News & World Report* exhibits the amorphous nature of "excellence." The average SAT scores of entering freshmen are worth 20 percent of the final rating; average class size 18 percent; the number of volumes in the library 12 percent. There is even a category, worth 20 percent, for "reputation." Readings amusingly observes that, since the whole rating structure is designed to establish reputation, this category is simply one fifth of itself.

Nor are the new Goths merely at the gate. They have ridden their new idea into the control centers of higher ed. This Readings establishes by examining yet another founding text, *The American University: How it Runs, Where it is Going*, by Columbia University's Jacques Barzun. Written in the 1960s to lure talented professors to administration, it proposes that the real campus action is to be found in management.

Here, however, the reader is informed without being carried away. To begin with, it is hard to concur with Readings' repeated assertion that, precisely because "excellence" is empty of meaning it is not an "ideological" tool. One duty assigned to ideology is the justification of what those in power do.

And, as Readings demonstrates, excellence is very much about power. It is determined in higher ed by a series of "performance indicators," that is, by numbers like enrollments and cost-benefit ratios. These data are scriptures by which is established "accountability," which as he persuasively reveals, "is a synonym for accounting," the transformation of the higher education process into debits and credits.

Excellence, then, is both ideological and meaningful, though the meaning stands at some remove from anything a teacher would call instructional.

But the weakness to *University in Ruins* lies in its curious — one might almost say, occult — history of higher ed. None of the founding texts on which Readings builds his case really founded anything. The monographs by Kant, Schiller and Fichte quarreled with each other. Cardinal Newman's *Idea of the University* postdated Oxbridge's founding by some six centuries. More tellingly, only Fichte can be said to have harbored a clearly "nationalist" goal for the university, but in his day the University of Berlin served one of 35 German states. It would be two full generations before Bismarck welded them together into a nation state.

A standard for the modern research university did emerge in Germany but its influence was strong only in the U.S. Even then, the 19th century notion that American colleges existed primarily as maturation pens for randy late adolescent males, with sister campuses from which they might select suitably upper-class mates, continued into the 1930s. In that decade Robert Hutchins, University of Chicago's president, put the auxiliary status of education in ironic light when he commented on the sylvan settings of colleges: "Fine buildings, green grass, good food and exercise are good for everyone. They are exactly what is advertised by every resort hotel."

Through the 20th century, American college enrollment grew steadily, but largely due to expanding affluence. Few imagined them at all essential to the nation.

Then came the G.I. Bill, that great democratizer of the collegiate experience. The veterans who cashed in on the opportunity followed the beckonings of emerging corporate and governmental bureaucracies into middle class bliss. For the first time college degrees credentialed a wide swath of occupations, from middle managers to engineers to policemen.

No "founding" philosophic texts guided this scramble up the social ladder, nor was there an educational plan. The degree requirement that greeted the hoards of ex-servicemen was an almost accidental menu of general education and electives offered mostly cafeteria style. Students painfully unknowledgeable in the task shuffled through the line, picking a lab science here, a humanity there. Only college majors showed some order, and this because each local department, interpreting the desiderata of their disciplines, had shaped a course of studies. No grand national purpose lurked unseen behind this chaos.

> ...American college enrollment grew steadily, but largely due to expanding affluence. Few imagined them at all essential to the nation.

Yet for one moment, a single swell in the tide, American education did in fact enlist in a national goal. This was the creation of what has come to be called The Cold War University, beginning in the 1950s, dying in our decade. Leftists were sometimes driven out of teaching positions. Political scientists devoted themselves to defeating (as opposed to understanding) communism. Economists became advancemen for the market system. Historians set about concealing the nation's racial, labor and gender experiences.

But that was the sideshow. The main tent was set aside for defense research. In 1976 more than half the federal research budget was spend on American campuses (up from 12 percent in 1950). In 1980 30 percent of Yale's operating budget came from Washington. The cost of running M.I.T. at the end of the Cold War averaged slightly more than $100,000 per student.

This Mississippi of moolah flowed as long as national security justified it, but even then educated only a small portion of the nation's college students. It was parents, the various states and bank loans that put up most of the educational dollars and in large measure the reason was the same as that of the G.I. Bill: to open the doors of economic opportunity.

And all these monies Viagrized academic bureaucracies. Provosts and presidents, superintendents and vice superintendents; regents and associate regents; full deans and demideans, division chairs and department chairs — they gathered in all their amplitude, veritable casting calls for a DeMille film, and they brought unto themselves yet new hosts of butlers and squires and handmaidens. And they saw that it was good and they hired more.

But it only proved that Barzun was wrong. The classroom has remained where things happen in a college. Just ask any middle manager on your campus who has more control over his or her work: you or them. Reviewed in these pages last year were the memoirs of two university presidents, one swaddled in academic cool, the other churlish and chewing at his scabs.[1] Both raged against the unnatural hegemony of the faculty, who continue to plan and teach the curriculum, set the standards and grade the students.

And so, Readings has left us an ill-posed problem, and at worst distracted us from real ones. Administrators do sometimes reduce learning to abstractions, play at being businessmen, and occasionally do real damage. (Readings predicts that the academic discipline likely to follow Classics into oblivion is Philosophy; that the black spots are already at the printer, given the urgencies of excellence). But faculty members set academic goals and they are not either the nationalist ones that Readings finds in 19th century texts, nor the statistical abstractions of education that Barzun might favor.

John McFarland teaches history at Sierra College and was a 1995 recipient of the Hayward Award for Excellence in Teaching.

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[1] *Academic Duty* by Stanford's Donald Kennedy and *All the Essential Half Truths About Higher Education* by the more unpleasant George Dennis O'Brien. (Reviewed in the May 1998 issue of *FACCCTS*).

Book Review

Revisionist Discourse on the California Frontier

River of Red Gold: A History Novel, **by Naida West**
624 pages, paperback. Bridge House Books. $18.00.
FACCC Member price: **$15.00**

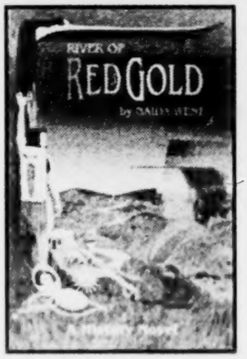
Reviewed by Maureen Bender,
Cosumnes River College

Revisionist discourse — that is, revising the way we look at and talk about historical events — incites hope when historians and culture critics attempt to listen to all the voices present in the making of California history.

What really happened to the Spanish mission system of early California? What is the truth about the loss of Indian culture during the Gold Rush era? Who were John Sutter, Joaquin Murieta, Elitha Donner, Indian Mary and Ben Wilder? And, perhaps most importantly, what do these people's voices and the events that shaped them have to do with California as we know it today?

Everything, according to former American River College instructor Naida West and her historical novel, *River of Red Gold* (Bridge House Books, 1996). By gathering together journals, memoirs, and government records of the earliest Californians, West paints a world of nature and civilization, love and violence, spirituality and bigotry on the California frontier. Historical accuracy aside, the novel's beauty exists on several levels. First, every one of its 624 pages describes in accurate detail the lay of the California landscape. One can almost smell the dampness of the marshlands, hear the heartbeat of the river rapids. Against this backdrop, California becomes as real and palpable as the characters that people her story.

Yet this novel is about more than sensory experience. *River of Red Gold* also explores the implications and expectations of Manifest Destiny on the new frontier: It presents California under Mexican rule, during the Gold Rush frenzy, and as a new state. And it does so primarily by following the lives of two women, rather than men, as they make their way in a world they did not create and, often, do not understand. In the face of rape, robbery and the masculization of California, Indian Mary and Elitha Donner lend beauty, grace and civilization to frontier life. In the rare cases where West's depiction slides toward romanticizing these women's lives, it comes as a welcome respite from the brutality and bigotry that these intrepid women certainly faced.



The book's real strength, however, occurs while the reader is busily engaged with the loves and losses of Elitha and Mary. While West places our attention on their life events, we are confronted with the tragic reality of California Indians — people who were marginalized when gold-hungry miners destroyed their land, their families and their livelihood. Exceptional in the genre of California historical fiction, this novel poignantly captures the fact that the miners' greed could not destroy Indian spirituality, an interior worldview that was incomprehensible to most miners and inescapable for all Indians. In this way revisionist discourse is most gainfully employed. California Indians were never destroyed, as popular hegemonic myths would have us believe. Indian persistence has and will always be integrally connected to Indian spirituality. The land, the rivers, the animals, and even the trees of California are alive, and West requires the reader to enter the realm of Native American spirituality in order to understand this.

River of Red Gold, while it may be about Sutter and the taming of the California frontier, is on Indian Time. This is primarily accomplished through West's use of an ancient oak tree as narrator, requiring the reader to leave Eurocentric literary conventions behind. Instead of employing a linear and chronological narration, the oak tree that was Grandmother Howchia, jumps and shifts her explanation of events in time and place. Pertinently, this use of narrator is a technique true to traditional Indian oral histories. Instead of a story with a beginning and an end, *River of Red Gold* is a story of eternal cycles. Instead of asking the reader to think about dates and other facts, *River* requires the reader to enter the realm of the Indians, the land Indians have dwelt in forever. These are places most readers call Fiddletown, Sonora, Sacramento, Slough House. All are locations Indians simply call their "home place."

And when the story is over, the reader — whether Anglo or Indian — has participated not only in the web of history, but in the perpetuation of Indian persistence. "They too will hear spirits in the boulders and the river and the trees. Someday they will listen." By reading *River of Red Gold,* we are listening. And this act of listening to the voices of the land, the women and the Indians, is revisionist discourse at its finest. ñ

Maureen Bender is an adjunct faculty member at Cosumnes River College and CSU Sacramento, where she teaches classical, modern and multicultural American humanities.

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➤ One copy of titles marked with an arrow is available FREE in exchange for a 450-word book review for *FACCCTS*. Call Katherine Martinez at (916) 447-8555.

BH-1 ***River of Red Gold,*** by Naida West, former **American River College** instructor. See review on previous page. **Winner, 1997 Gold Award: Best Book, Sacramento Publishers' Association.** 624 pages, paperback. $18.00. **FACCC Member price: $15.00**

➤ **JB-11** ***Teaching in Practice: How Professionals Can Work Effectively With Clients, Patients & Colleagues,*** by Andy Farquharson. Drawing on the literature of adult education and practical examples, this book provides a wide range of conceptual models for improving teaching in human service practice. Hard cover. 289 pages. Jossey-Bass. $30.00. **FACCC Member Price: $26.00.**

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Instructor Resigns, Pleads For Fair Salaries

I received a copy of the following letter from a would-be part-time instructor; it needs no explanation. The author gave me permission to use it as long as I removed traces of the author's identity; it has been edited. I hope it helps draw attention to the employment policies of part-time faculty in California's community colleges. — Margaret Quan, part-time representative, Northern California, FACCC BOG

Dear Mr. Division Chair:

I am writing to inform you that I will not be able to accept the position I have been offered as an instructor of Psychology [XXX] for the fall 1998 semester. Although I had been planning to teach the class, I have recently become aware of employment policies at ____ College that I believe would make it impossible for me to perform my job adequately. I therefore find it necessary to resign my position.

Throughout the hiring process, it was made clear to me that I would be paid on an hourly basis; what was not clear was that I would be paid merely for the three hours per week during which I would have direct contact with my students. I was not explicitly informed of this fact until Monday, August 17, during a conversation with the payroll office. Moreover, during an orientation for new faculty on that same day, I learned from the union representative for part-time faculty, that, contrary to what I had been told by the department chair, I would not be paid to conduct an office hour each week, since I was only teaching one class (20 percent of a full-time load).

...I find it unconscionable that you and the college would expect me to teach a course without compensating me for the considerable time and energy required to plan classes and prepare instructional materials, grade assignments and exams, and provide much-needed personal assistance to my students— much less for the expertise that I have acquired in my seven years of doctoral work at the University of California, Berkeley. As I am sure you are aware, teaching is not merely a matter of showing up and presenting information in class. To the contrary, classroom instruction represents a small portion of a teacher's workload, compared with the preparation and follow-up that are required in order to ensure that students learn successfully. By not recognizing this fact, and not compensating part-time faculty members adequately, ____ **College is severely undercutting its mission and cheating its students out of the excellent education** that they deserve. I cannot, in good conscience, acquiesce to such a system.

Please be aware that I am not registering these concerns out of naivete or misunderstanding of the nature of my job. I have been a teacher for 10 years, and I have worked in a wide variety of educational environments, from independent preschools and primary schools to nonprofit organizations to the University of California. I am an excellent teacher and I am fully prepared to accept the fact that, no matter the situation, I will never be paid for every minute that I devote to my students. (In fact, I have already spent many unpaid hours over the summer preparing my psychology course materials.) The reality of the situation at ____ College, however, would make it necessary that I perform most of my duties on an unpaid basis - essentially, that I work for free. I believe that this would simply create resentment toward the college and even toward my students, and, as such, that the students would be better served by taking my course from a full-time faculty member who is actually being paid for her efforts.

I understand that my resignation places you in a difficult position, and I regret its necessity. **Clearly, full-time faculty and administrators are being compromised** by the realities with which part-time instructors are faced. I cannot help but believe that community college districts statewide are also being compromised, on a grand scale, as more and more excellent part-timers choose to leave the system or, worse, to not enter it in the first place, because they do not believe that their expertise and devotion are recognized and respected. My only hope is that, in making you aware of my concerns, I will provide you, your colleagues and your students with the incentive and the ammunition to fight for equity in the system.

Thank you for your consideration. I wish you luck in the coming semester and in whatever efforts you may make to improve education at the community college level.

Clearly, it is the author's understanding that the (mal) treatment of part-time faculty has been met with the general understanding, if not approval, of the community college family. The systematic exclusion of part-time faculty from the status, benefits, as well as the same level of support that full-time faculty enjoy, has been carried out in the open. It has been done under approving eyes, and with the complicity of virtually all sectors of the community college system, from the governor's and chancellor's offices, to the gamut of campus management, to their full-time colleagues. It is, indeed, time "to fight for equity in the system." — MQ

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FACCC e-mail listserves for FACCC members and part-time faculty — FACCC created two listserves that are now maintained by Cerritos College, one for general FACCC and community college issues, the other for part-time faculty issues. To join, e-mail MAILSERV@CERRITOS.EDU with the message SUBSCRIBE CCC-FACCC-LIST (or SUBSCRIBE CCC-PARTTIME-LIST). Include nothing else in the message. To post a message, e-mail CCC-FACCC-LIST@CERRITOS.EDU (or CCC-PARTTIME-LIST@CERRITOS.EDU).

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Plans For Enhanced Retirement Benefits

Recent Part-Time Faculty STRS Improvements

FACCC scored a major victory for part-timers with Gov. Pete Wilson's September signing of two FACCC co-sponsored bills that affect part-time faculty retirement benefits.

AB 1166 (House-R) prescribes minimum standards to compute community college part-time faculty service credit so the faculty member's workload is correctly calculated for retirement. For example, if you work a 60 percent load, you would receive credit for a 60 percent load. The law is effective retroactive to July 1, 1996.

Community college districts *must* comply with this new law, which reiterates the provisions of a 1995 FACCC-sponsored bill Wilson signed. Districts did not comply with the older law partially because the State Teachers' Retirement System did not explain how to implement the changes. This time, however, STRS has agreed to guide districts in the process.

Because the new law is retroactive to July 1, 1996, AB 1166 will make a big difference for part-timers who are only a couple of years away from the five-year minimum service required to become vested. They will now become vested immediately.

When part-time faculty members become vested, they will receive both employee and employer contributions when they retire.

The other new law, **SB 2085 (Burton-D)** merges the funding stream of the community college part-time faculty STRS Cash Balance retirement plan with the Defined Benefit plan. (You must still negotiate the CB plan). This eliminates districts' concerns about the CB plan. Some districts have not offered it to employees because they did not have confidence in the plan's financial viability. Now districts have no excuse not to offer it.

Part-time faculty received important STRS improvements thanks to FACCC co-sponsored bills

Call FACCC, STRS or your union representative for details on how these new laws will be implemented.

FACCC's part-time faculty victories came at the same time as **the biggest STRS improvements in 25 years**, thanks to **FACCC-sponsored AB 2804** (Honda) and related bills, signed into law Sept. 27. AB 2804 provides $944 million for retirement increases for those who retire on or after Jan. 1, 1999.

The 1998 Teachers Recruitment and Retention Benefits Package (1) increases the age factor for those aged 61 or older to a maximum of 2.4 percent at age 63 (2) provides a "career bonus" of 0.2 percent for those with 30 years service credit and (3) gives members hired after July 1, 1980 credit for unused sick leave.

For all active and retired STRS members, the package (3) authorizes STRS to study the creation of a health benefits program, and (3) vests the purchasing power of retirement benefits so that it will never drop below 75 percent.

FACCC's 1999 Agenda for Retirement Issues

FACCC has submitted a proposal to STRS and the Legislature to make it possible for 1998 retirees to qualify for the increased benefits described above.

FACCC continues to meet regularly with other members of the Retirement Coalition, which shares information on bills and proposals in-the-works. Participants include faculty and administrator groups, and legislative and STRS staff.

FACCC and the Retirement Coalition's plans include the above-mentioned grandfathering of 1998 retirees into the 1998 package benefits, advocacy for a compounded cost of living adjustment, highest-year compensation, and health benefits.

FACCC wants to help part-timers get the highest benefits they're eligible for. So FACCC continues to negotiate for an automatic rollover between the STRS Cash Balance and Defined Benefit plans: when STRS determines that an employee would make more money in the DB plan, likely after 5 years service credit, STRS would ask the employee if she wants to join the higher revenue plan. Employee and employer contributions would then increase from 4 to 8 percent.

The Good Life *relies on reader contributions. If you have a personal story or information you'd like to share about faculty retirement issues, please contact Katherine Martinez at (916) 447-8555 or* k7martinez@aol.com.

Life Strategies

FACCCTOTUM

I do not know anyone who has got to the top without hard work. That is the recipe. It will not always get you to the top, but should get you pretty near.
— Margaret Thatcher

No one can arrive from being talented alone. God gives talent, work transforms talent into genius.
— Anna Pavlova

It takes courage to be creative. As soon as you have a new idea, you are a minority of one.
— E. Paul Torrance

Finish every day and be done with it. You have done what you could; some blunders and absurdities crept in—forget them as soon as you can.
— Ralph Waldo Emerson

What the world really needs is more love and less paperwork.
— Pearl Bailey

Two important things are to have a genuine interest in people and to be kind to them. Kindness, I've discovered, is everything.
— Isaac Bashevis Singer

The moment of victory is much too short to live for that and nothing else.
— Martina Navratilova

A leader is a dealer in hope.
— Napoleon I

Yesterday I dared to struggle. Today I dare to win.
— Bernadette Devlin

To be successful, the first thing to do is fall in love with your work.
— Sister Mary Lauretta

All serious daring starts from within.
— Eudora Welty

When running up a hill, it is all right to give up as many times as you wish, as long as your feet keep moving.
— Shoma Morita

Patrick McCallum Roast

You're invited to attend this Friday, Feb. 26 luncheon at the conference.

FACCC members pay $110 for the day, which includes breakfast and lunch, morning and afternoon sessions and attendance at the evening reception to welcome FACCC's new executive director, Jonathan Lightman.

Please bring, mail or e-mail to *faccc@aol.com* **a brief memory of Patrick's time at FACCC.** We will compile these treasured memories for him.

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See pages 8 and 9

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Inside

Former CCC Students Now Legislators Page 19

Assemblywoman Sarah Reyes, Assemblyman Lou Correa and Senator James Brulte told *FACCCTS* why they believe in the California Community Colleges.

Kamikaze Politics Served South Well Page 26

John McFarland of Sierra College imagined what the books about Bill Clinton's impeachment would have to say, and proceeded to skewer their theories.

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ON THE COVER: Assemblyman Mike Honda, FACCC's 1999 Legislator of the Year, basked in the spotlight and chatted with FACCC members after receiving his award at the annual conference. Margaret Quan stole the show during a FACCC Political Action Committee fund-raising event by volunteering to auction one of her attention-getting hats. See page 9. **Cover design** by Katherine Martinez and Chris Crewell.

FACCCTS

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FACCCTS is the journal of the Faculty Association of California Community Colleges, a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty, and the FACCC-Education Institute, FACCC's subsidiary for information dissemination and professional development. FACCCTS is published four times during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. FACCCTS' primary purpose is to provide a forum for faculty and the CCC "community." ***Opinions expressed are those of the authors*** *and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. FACCCTS publishes letters to the editor, commentaries, and other contributions on a space-available basis. FACCCTS reserves the right to condense and/or edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call FACCC at (916) 447-8555, fax (916) 447-0726, e-mail k7martinez@aol.com or write to: Katherine Martinez, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Visit the FACCC Web site at http://www.faccc.org for Web-exclusive articles and essays.*

Reader Tired of Adjunct "Pity" Stories

I have just finished reading "Instructor Resigns, Pleads for Fair Salaries" in the Part-Time Faculty column of the February 1999 *FACCCTS* and am compelled to respond. The core of the column is a 'pity the poor part-timer" letter that does indeed invoke pity in the reader, but unfortunately doesn't advance understanding or resolution of the real part-time/adjunct faculty issues.

The issue of salary based on actual student contact hours is a bogus issue. There certainly was a misunderstanding as indicated by the writer of the resignation letter, but it was all his/hers. In my district (Los Rios) adjunct faculty can earn as much as $50 per hour for lecture assignments (although few actually reach this lofty pay status). This pay, though, includes the time necessary to prepare for that hour and any correcting/grading of student papers associated with that hour. Whether this is a reasonable sum for such work is negotiable. But, to be fair, let's compare how salaries are determined for "permanent" faculty. My salary as a full-timer is determined by the hour also. If my teaching load is 15 hours of lecture per week, that is the basis of my salary. If I teach lab (I do), the hours in lab are discounted and I must teach more of them to make my required hourly load. In addition to in-class activities, there are required office hours and other (largely voluntary) duties that fall to me as a member of my department, division, college and district.

Some of us work very, very hard to earn that salary and others work less hard. I am no longer one of the "Young Turks" and I no longer put in the 60-80 hour workweeks of my youth. Yet I make more now than I did when I was young. We all seem to want to establish that we are professionals, yet we still have a blue-collar mentality when it comes to the hours we labor. Some of those hours are simply manifestations of our own work ethic, standards and goals.

I am truly sorry there was a misunderstanding in the case of our colleague in the letter, but the issue is not one of hours. My union (I am a former officer) has a goal of pro-rata pay for adjunct faculty. I support the goal, but it is largely a "feel good" stance. The goal misses the point. What adjuncts need is pro-rata status. Students have, I believe, a right to consult their professors outside of class. Why do some faculty members have offices and paid office hours and others (largely adjuncts) have neither? Why are some faculty heavily involved in department matters while others (largely adjuncts) are even disinvited should they discover the secret meeting plans and actually come to a department meeting? Why are adjuncts' needs and interests and experience not valid in college governance/operation and mine are so valuable I get paid for my involvement? (In my district there is a 25-hour minimum workweek, that involves in-class and out-of-class activities. So, in fact, I get paid for such meetings.) These are some of the real issues, issues that we can address, issues that we can resolve.

If adjuncts want to get paid for preparation and grading, we can negotiate a new salary schedule. For example, for each hour in class, you would get paid for one hour of preparation and one hour of grading. Sounds good, doesn't it? At least until you find out that instead of getting $30 per hour, when all the prep and grading was folded in, you now get $10 for the hour of prep, $10 for the hour of class, and $10 for the hour of grading.

Let's use all of our faculties (pun intended) to address the real issues facing adjuncts. We should be past the point of using "pity the poor (adjunct/part-timer/freeway flyer)" pieces to generate interest.

Ending note: The Los Rios district is currently piloting a paid-office-hours-for-adjuncts program. It isn't much, but it is a start. Together we can do much more than apart. When permanent faculty starts requesting more participation by (and respecting) adjuncts, progress will be even faster.

Steve Ruis
American River College
Via e-mail

FACCCTS ***welcomes letters via mail (FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790), fax (916) 447-0726, or e-mail*** **faccc@aol.com (use "Letter to Editor" as the subject).** ***Keep letters under 250 words and include your name, address and daytime phone for verification.*** **FACCCTS** ***reserves the right to edit letters for length, clarity and style.***

Letters

Instructor Supports FACCC, but Job Doesn't Allow Time for Recruiting

Many years ago, in the mid-1970s when I instructed my first basic automotive class at Cerritos College, I had a lot of help. I had two assistants who were full-time to support the instructors. One took care of the tools and one assisted me with the lab activities. And, not only that, I had a $300 budget per semester just for my class.

Today I run the largest diesel technology program in the state and the largest program in the western U.S. with seven part-time instructors and two part-time assistants. We have classes every day, night classes and weekend classes. I am also in charge of the corporate program we run, sponsored by Isuzu Motors, the world's largest manufacturer of large trucks.

I am in charge of tool control, equipment, vehicles, facilities, security, marketing, my part-timers, assistants, etc. etc., etc., without any extra pay. My budget is basically the same as it was in 1994. We have more students in the classes than I had in the 1970s, who have more problems. I teach in the summer and part-time at Copper Mountain College, California State University Long Beach, and College of the Desert, so I can have additional money to help support these programs.

So, sometimes I just don't have the time to recruit people for the FACCC. However I think it is very important to support FACCC as very few others in our society will help.

I can't even find teachers in this area. Even the colleges that used to have these programs, and there were many, will not reopen them even though there is a very, very serious shortage of people in this field. So for the many teachers who just have to worry about the blackboard and their room, be glad they're not in a technology class.

Bill Cornett
Instructor/Professor/Coordinator
Regional Diesel Technology Center
Transportation Technologies Division
Citrus College

P.S. Five of my seven part-time instructors are FACCC members.

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Publish your essays, articles or book reviews on the FACCC Web site. For writers' guidelines, see *http://www.faccc.org/writers.htm or* contact communications director Katherine Martinez at *k7martinez@aol.com*, (916) 447-8555.

A Matter of FACCC

Faculty Groups Balance Cooperation, Agendas

Evelyn "Sam" Weiss

Cooperation, according to Webster's *New World Dictionary*, Second College Edition, is defined as "a joint effort or operation; the association of a number of people in an enterprise for mutual benefit or profit; an interaction between organizations that is largely beneficial to all those participating."

During the past year, faculty leadership has been steadily moving in this direction. Some individuals are asking why we're attempting to work more closely together. I will respond by saying that we can better advance a faculty-driven agenda if we work together. This does not mean we must agree on everything. We need to understand and respect each other's position and inform all faculty groups of why we disagree, but when we do agree on issues, we increase faculty's power by coordinating our efforts.

Last year's success with State Teachers' Retirement System improvements is a perfect example of cooperation bringing about changes for everyone's benefit. No one association would have been successful alone. This success encouraged us to work together on other issues. Legislators have been surprised, but appreciative, of faculty efforts to present a united front. Each association will build on the relationship it has with specific legislators. Each faculty association will work from its areas of strength and will approach each issue with a different perspective, but this adds strength and a greater understanding of issues.

This spirit of cooperation does not mean any association will subordinate itself to another. FACCC will remain faithful to its mission and advocate for all community college faculty. We will leave those issues that are clearly collective bargaining issues to our colleagues in the unions. Faculty members know we are strengthened by cooperation. I believe most faculty want us to work together for the enhancement of all. In this manner our students get an environment that will foster their best work. Faculty will not be distracted by disagreements among the associations. We must remember that many faculty members belong to more than one organization represented in Sacramento. The faculty does not want to fight faculty. If we do, we all lose.

During this year the Council of Faculty Organizations presidents — Bill Scroggins (Academic Senate), Debra Landre (Community College Association/California Teachers Association), Tom Tyner (Community College Council/California Federation of Teachers), Deborah Sweitzer (California Community College Independents) and I — have been working together to advance the faculty agenda. We share our perspectives, discuss our differences and most times come to an understanding that respects the processes of our respective organizations. This becomes particularly important as we move into budget negotiations. The faculty groups have agreed to the system priorities but this does not mean we won't fight for improvements for part-time faculty or the creation of new full-time faculty positions. These are FACCC's priorities and the faculty organizations' priorities.

We can look back at a productive year. One in which faculty members worked together to promote our common agenda. One in which we showed respect for each other. As some new leaders come forward for the coming year, I can only hope this spirit of cooperation will continue. It is what the faculty wants and it is in the best interests of faculty and students.

Evelyn "Sam" Weiss is president of FACCC. Her e-mail address is sweiss4514@aol.com.

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View From The Front

Mandatory Social Security—An Unhealthy Proposal

Jonathan R. Lightman

About 20 years ago I heard a mildly funny (or mildly annoying) joke that went something like:

Q: What did one duck say to the other duck?

A: Social Security.

Q: I don't get it.

A: You will when you're 65.

With today's tenuous solvency of the Social Security system, you might say those ducks are full of crackers (or quackers?) or you might simply say that this matter has no humor value left in it whatsoever.

President Bill Clinton and congressional leaders have recognized the gravity of this matter and are each floating their own permutations of Social Security "solutions." The best analysis I have read so far about the Clinton proposal was in the March 15 *San Francisco Chronicle*, "Popular Benefits in Harm's Way: Clinton plan for Social Security in reality a game of shuffling debt."

While the Republicans allege that the Clinton plan is no more than a shell game, and the Democrats counter-claim that the Republicans are floating ponzi schemes, we have universal recognition of the need to address the demographic imperative – the graying of America.

At FACCC, we are analyzing all reform measures with the following three-part test: how the reforms are structured, how they impact community college faculty in California and how they impact the California Community Colleges and education system.

The biggest chutzpah of all is that mandatory coverage extends the trust fund by only two years...All that devastation for two years!

Clearly, the one idea that has failed our analysis at all levels is mandatory coverage. State and local government employees (primarily teachers and public employees) were initially precluded from participating in Social Security when it was established in 1935 because it was considered unconstitutional for the federal government to tax state and local governments. As a result, California faculty was able to develop the State Teachers' Retirement System, while police and firefighters could be eligible for the generous "safety retirement."

While principals of comity and equity might dictate – on some theoretical plane – that all Americans should participate in Social Security, this notion completely ignores reality as to how the government will apply it and who it will hurt.

Should mandatory coverage become law, the following outcomes are predicted in California: each community college faculty member would be hit by a new 6.2 percent tax; each community college district would also be hit by a new 6.2 percent tax; K-14 education would lose $7 billion over seven years; and STRS funding would destabilize. The Legislature would have to sidetrack initiatives such as facilities modernization and K-12 class-size reduction to backfill STRS.

The biggest chutzpah of all is that mandatory coverage extends the trust fund by only two years – on the high end. All that devastation for two years!

While Democrats and Republicans in the state Legislature have different interpretations about Social Security's value and future, they both understand the following: no politician in his or her right mind would propose a $7 billion hit on education funding. Similarly, no California legislator, of either party, could support a similar transfer of funds from Sacramento to Washington, D.C.

A different dynamic exists in Washington. The Senate could provide an available forum for this discussion because an overwhelming majority of the states have already converted their employees to Social Security. California, and its handful of allies, could not stand up to the states that might benefit from this proposal.

The House side presents a different picture. If we examine the demography of those negatively impacted employees, we find them mostly concentrated in the large states (New York excluded from this mix). One of the states that would be hit is Illinois, home base of the current speaker.

Please see Lightman, next page

Join the FACCC PAC

FACCC's Political Action Committee contributes money to the campaigns of community college supporters. Candidates have already begun fund-raising for the 2000 elections. Help FACCC increase its political influence by filling out this form today. Mail to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790.

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Lightman

continued from previous page

Since the House's function is to represent the majority of the people, not the majority of the states, this proposal is unlikely to have any steam. As one highly-placed Senate staffer told me, "no one would be dumb enough to introduce this in the House."

At present, only one bill contains the provision for mandatory coverage, S.21, introduced by Sen. Daniel P. Moynihan (D-NY). (S.21 is accessible on the Internet at http://www.senate.gov/search/index.html – type in S.21 at the query.) Sens. Judd Gregg (R–NH) and John Breaux (D–LA) are also considering bills for future introduction this year.

While it does not appear S.21 in its current form is likely to become law, the entire subject of Social Security reform remains undecided. **If the president determines mandatory coverage is an absolute must, some form of S.21 could take on new life.**

If you have not already told your congressional representatives and Sens. Barbara Boxer and Dianne Feinstein that you oppose mandatory coverage in general and S.21 in particular, please take this moment to do so. Every FACCC member should notify his or her representative that mandatory coverage harms public education in California and that we must defeat it. If your representatives respond favorably, please thank them.

We are taking the lead at FACCC to notify all California legislators and all California representatives in Washington that we oppose mandatory coverage. As cosponsors of AJR 9 (Correa and Ortiz) we are putting the entire Legislature on record as opposing this proposal. However, we can't do it without your participation. Please don't delay in contacting your federal representatives.

If we're successful in defeating mandatory coverage, I'll still be telling the duck joke twenty years from now – just not to STRS members.

Jonathan Lightman is executive director of FACCC. His e-mail address is JLFACCC@aol.com.

Legislators, Faculty Discuss Partnerships

1999 FACCC Conference
Partnerships: Bridges for the Future
Feb. 25-27, San Francisco

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Commercial Partnerships, p. 9
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FACCCTS

Senator Jackie Speier and Assemblyman Jim Cunneen field questions from the audience during their discussion of California politics.

An Insider's View

The Real Life of Politics

"Politics is about relationships," FACCC Legislative Advocate David Hawkins said during the Feb. 27 panel "An Insider's View: The Nuts, Bolts and Real Life of Politics."

"Find the areas where there are common agreements and you'll be successful in Sacramento," agreed Assemblyman Jim Cunneen (D-Cupertino).

When it came time for FACCC to ask Cunneen to carry its sponsored bill, AB 301 [of 1997], on paid office hours for part-time faculty, "we didn't need to convince Jim this was a good bill," Hawkins said. FACCC had already given Cunneen information about the issue and been in frequent contact with him and his staff.

Please see Politics, page 33

Paradigm Shift

Partnerships in Education

Gov. Gray Davis' community college initiatives and the Partnership for Excellence were the main topics of the Feb. 25 workshop Partnerships in Education at the FACCC conference.

FACCC Past President Leslie Smith began with an overview of the paradigm shift in education.

"Partnership for Excellence is based on student outcomes rather than institutional standards," Smith said. "That's a fundamental change...what's our responsibility to our community and our students?"

Gov. Gray Davis has proposed that the community college Partnership for Excellence program, which received $100 million its first year, receive $110 million in the coming year. The program is meant to give districts an opportunity to improve service to students.

Please see Partnerships, page 31

A Growing Trend

Commerial Partnerships

Commercial development is a risky business, said Michael L. Maas, president of Maas Companies LLC and a former Long Beach City College instructor.

"There's a very good chance 50 percent of what you do will never come to fruition because of political, fiscal situations," Maas said during the Feb. 26 conference session on "Commercial/Educational Partnerships: A Growing Trend."

To supplement state funding, many colleges are entering partnerships with commercial developers. But it's not easy. Maas, who acted as a consultant to Southwestern College, said it took three attempts since 1991 to help seal the deal for construction of the college's South Bay Cultural Center. Southwestern's Chicano-Latino Coalition had a part in helping plan the project, which Vestar Development of Phoenix, Ariz., is building.

Please see Commercial, page 32

FACCC Enters New Era

Faculty wore "smiling Patrick McCallum" masks as they greeted the former director during a lunch in his honor.

Faculty Develops Bridges for Future

FACCC chose this year's conference theme "Partnerships: Bridges for the Future," to highlight the need for increasing cooperation between faculty groups, social agencies, high tech corporations, private developers, business and industry, and other educational interests. In this era of term limits, faculty members must build bridges across all segments of society to accomplish our goals.

Part of FACCC's mission is informing faculty members of the policy implications that affect their campus communities and showing how faculty can get involved in the decision-making process in the Legislature, the Chancellor's Office and elsewhere. Conference participants heard from education and legislative leaders about current issues such as retirement benefits reform, part-time faculty, educational technology, accountability, welfare reform, diversity, professional development, and local politics and advocacy.

Change is in the air. We believe now is the time to state our case. We encourage FACCC members to help mobilize their colleagues to elevate our collective voice above the crowd.

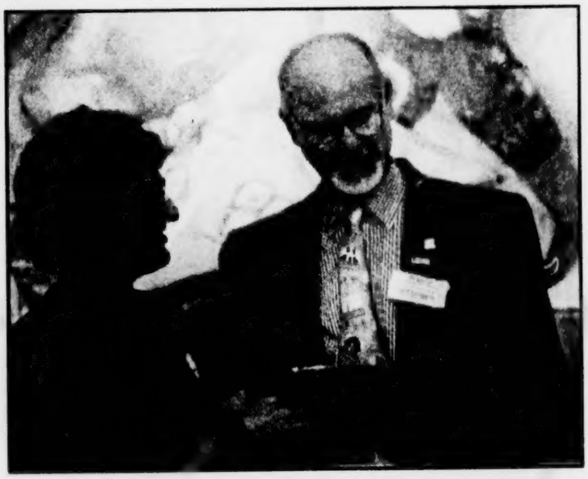
— Evelyn "Sam" Weiss and Jonathan Lightman

Executive Director Jonathan Lightman introduced himself at a reception.

President Evelyn "Sam" Weiss joked with faculty at the Crowne Plaza Hotel.

Photos by Katherine Martinez

FACCC Past President Leslie Smith presented Assemblywoman Carole Migden with the First-Term Legislator of the Year award.



FACCC Governor Rich Hansen of DeAnza College chatted with colleagues between Feb. 27 sessions.

Evelyn "Sam" Weiss presented Academic Senate President Bill Scroggins with the Faculty Member of the Year award.

Every Time We Say Goodbye

Patrick and Sharon McCallum hugged their children, Sara and Sean, after the Feb. 26 luncheon in McCallum's honor. Sean holds FACCC's gift to his father, a ceramic vase made by renowned sculptor Philip Cornelius of Pasadena City College.

McCallum's 17 years at FACCC culminated in his crowning achievement: spearheading negotiations that led to the dramatic 1998 improvements in faculty retirement benefits. He left FACCC to start his own consulting business last fall.

FACCC thanks the McCallum family and wishes them well in all their endeavors.

Legislators, STRS Prove Champions for Faculty

Assemblyman Mike Honda Legislator of the Year

Mike Honda (D-San Jose) authored FACCC-sponsored AB 2804, which funded the 1998 Teachers Retirement and Retention Benefits Package that increased newly-retired faculty's pensions by thousands of dollars per year.

"Assemblyman Honda's authorship of FACCC-sponsored AB 2804 provided the framework for the largest teacher retirement increases in 25 years," said FACCC President Evelyn "Sam" Weiss. "He worked with FACCC to facilitate the different views of organizations that were initially hesitant about the retirement package."

Honda was born in California and has lived in Santa Clara County for more than 40 years. A former teacher and administrator, Honda was elected to the Assembly in 1996 and re-elected in 1998. FACCC leaders praised Honda for carrying the FACCC-sponsored bill to fund faculty retirement improvements, and supporting it through the legislative process until Gov. Pete Wilson signed it into law last fall. But Honda refused to take all the credit.

"It's the team that did it, folks," a jubilant Honda said about the success in increasing retirement benefits for faculty, after accepting his award Feb. 25 at the FACCC conference. The new law also requires a study of providing health benefits to STRS members.

"We have a terrible health plan in the state of California for teachers," Honda said. "We don't take care of you. You can count me part of your team so you don't have to worry about your future. Worry about your students."

Assemblywoman Carole Migden First-Term Legislator of the Year

Carole Migden (D-San Francisco) quickly became one of the most respected freshman legislators after her election in March 1996. Migden is chairwoman of the Assembly Committee on Appropriations, which reviews all legislation that has a fiscal impact on the state.

"Assemblywoman Migden was key in gaining legislators' support for community college issues, and preventing the Chancellor's Office from implementing excessive regulations in its '2005 report,' " said FACCC Legislative Advocate David Hawkins.

Migden is known for her strong support of student outreach and full-time/part-time faculty equity issues. Migden accepted her award Feb. 27 at the FACCC conference.

"This means the world to me," she said.

Jennifer DuCray-Morrill Special Award

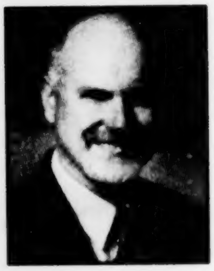
FACCC presented a Special Award to Jennifer DuCray-Morrill, Chief External Affairs Officer for the California State Teachers' Retirement System for her work in helping FACCC make the 1998 faculty retirement improvements a reality.

"Jennifer was a necessary link in the Wilson administration's support of FACCC-sponsored AB 2804," Hawkins said. "Her steadfast efforts protected the STRS retirement package from attacks, and from being derailed."

DuCray-Morrill represents STRS in Sacramento and Washington, D.C. Her responsibilities include policy advice on all pension benefit matters and strategic analysis on legislation implementation. She has worked in the public retirement field for more than 25 years, both in STRS and the Public Employees' Retirement System. DuCray-Morrill serves as chair of the National Alliance of Governmental Relations Specialists.

Faculty Leaders Focus on Students, Advocacy

Bill Scroggins, Chabot College
Faculty Member of the Year



Most people wouldn't expect to see the president of a statewide faculty organization wearing a tie decorated with red chiles and cartoon icons like the Tasmanian Devil and Yosemite Sam.

But Bill Scroggins knows the value of a little levity.

"I think if we take each other too seriously, what's so important to us outweighs that of our colleagues and students," said Scroggins, a FACCC member and president of the Academic Senate for California Community Colleges. "This job is not about what Bill Scroggins thinks, it's about what works best for faculty, or for that matter, students."

It's this focus that has earned Scroggins the respect and admiration of his colleagues, and FACCC's 1999 Faculty Member of the Year award.

Scroggins, who is involved in several education technology projects, has earned a reputation as a bright and open-minded faculty advocate, said Jane Hallinger of Pasadena City College.

"He's very thoughtful; he looks at all sides of the issue," Hallinger said. "And he's analytical. When he speaks, he's credible."

Scroggins said he thinks FACCC and the Academic Senate's greatest accomplishment as partners is achieving faculty involvement in educational technology. FACCC's work on convincing legislators to spend money on facilities and infrastructure for technology was a big contribution, he said.

"FACCC's advocacy in creating the right policy context was a very important [part of the] partnership," said Scroggins, who added that faculty unions were also involved. "It wasn't that long ago that faculty were seen as a barrier to technology. We are now partners in writing technology plans, involved in the California Virtual University."

"The work that FACCC's done has been a valuable resource to the Academic Senate and me personally.

Please see Scroggins, page 23

Marjorie Lasky, Diablo Valley College
John Vasconcellos Award/Advocate of the Year

Many of her colleagues agree Marjorie Lasky has been a "tireless faculty advocate," a fitting description for the recipient of FACCC's 1999 John Vasconcellos Award for Advocate of the Year.

Lasky has been involved in many organizations: FACCC Board of Governors member and vice president for two years, five and a half years as president of her local union (United Faculty of the Contra Costa Community College District), member of California Community College Independents, member of the Council of Faculty Organizations, and active supporter of the Bay Area Faculty Association.

"Marge's support for FACCC is legendary," said Diablo Valley College instructor Margaret Quan.

Please see Lasky, page 23

Timothy Dave, San Jose City, Solano colleges
Adjunct Faculty Member of the Year

Timothy Dave considers teaching a two-way street.

"While I'm teaching, they're teaching me," Dave said of his students.

It's an outlook that has served him well. Dave is FACCC's 1999 Adjunct Faculty Member of the Year.

"Part-time faculty have often been described as the 'invisible faculty,'" said FACCC Board of Governors member Margaret Quan. "This does not apply to Timothy Dave. Tim is a dynamo. First and foremost is Tim's concern for the student. Yet, in his quiet, but dynamic way, Tim has been very visible working to improve the life of California's part-time faculty."

His love of teaching and learning plays a big part in his success as a part-time physics instructor at San Jose City

Please see Dave, page 24

Give a Warm Welcome to New Members

These new members joined between Jan. 1 and April 14. Please welcome them to the FACCC family. If you see them in the halls, say "hi" and let them know they've made an important decision in their professional lives.

Alameda
Ed Jaramillo
Allan Hancock
Teri Sherman
Antelope Valley
John Berry
Susan Lowry
Marianne Stewart
Bakersfield
Harvey Hall
Cameron Miller
Butte
Kam Hinshaw
Cabrillo
Topsy Smalley
Canada
Patricia Dilko
Philip Egan
Jean Mecorney
Lisa Palmer
Joseph Pendleton
Jose Valentin
Cerritos
Cynthia Alexander
Rhonda Dillon
Susan Parsons
Armando Soto
Cerro Coso
Joseph Slovacek
Penny Talley
Chabot
Luis Chavez
Valla Dale
Patricia McGrath
Chaffey
Elmano Alves
Citrus
Sally Carver-Merkel
Thomas Eiland
John Fincher
Robin McBurney
Columbia
Diane Wright
Compton
Silvia Arroyo
Aurora Cortez-Perez
Elinor Hirsch
Cosumnes Folsom Lake
Virginia Rider
Nancy Seegmiller
Crafton Hills
Kirsten Colvey
Cypress
Carol Mattson
De Anza
William Hill
Lisa Markus
Heidi Melas
Eleanor Muhlstein
Nancy Redding
Kejian Shi
Nelly Valencia-Bostic
Eloy Zarate
Diablo Valley
Thomas Barber
Carol Lokke
Carol Sebilia
El Camino
Victoria McCallum
Evergreen Valley
Robert Cortez
Feather River
Judith Andrews
Foothill
Marlene Elwell
Robert Hartwell
Richard Morasci
Dolores Peterson
Harry Saterfield
Walter Scott
Daniel Svenson
Fullerton
Jeanne Costello
Linda Cushing
Julie Felender
Nicholas Fuscardo
Robert Jensen
Gavilan
Dennis Collins
Marlene Dwyer
Jane Edberg
Thomas Lister
Lynn Lockhart
Robert Peacock
Christina Salvin
Glendale
Guido Del Piccolo
Cynthia Dorroh
Phyllis Eckler
Victor King
Grossmont
Israel Cardona
Marion de Koning
Hartnell
Stephen Strnad
Imperial Valley
Ethriam Brammer
Gabriel Torres
Irvine Valley
Yolanda Gouldsmith
Masato Hayashi
Marjorie Luesebrink
Fawn Tanriverdi
Lake Tahoe
Morton Meiers
Laney
Jay Uchiumi
Long Beach
Patricia Bucho
Rachel Hollenberg
Jennifer Lynn Musick
Los Angeles City
Lee Hancock
East Los Angeles
Richard J Beltran
Robinson Sirikegian
Los Angeles Harbor
Katherine Cleland
Marilyn Cohn
Helen Edwards
Susan Yoder
Los Angeles Valley
Glenn Milner
Barbara Sklar Danon
West Los Angeles
Danielle McAneney
Marin
Elmer Jan
Mendocino
Jim Xerogeanes
Merced
John Scott
Merritt
June Spence
June Spence
MiraCosta
Julie Harland
Mission
Robert Miller
Tom Trask
Modesto
Nancy Backlund
Monterey Peninsula
Vincent Bradley
Moorpark
Tracy Tennenhouse
Mt. San Antonio
Jenny Chen
Curtis Goss
Maria Goulding
Michelle Grimes-Hillman
Kathleen Harp
Joan Kahn
Stanley Mbuthi
Mt. San Jacinto
Donna Holts
Ohlone
William Parks
Donna Runyon
Oxnard
Patrick Easley
Carole Eustice
Christopher Horrock
Linda Rubenstein
Vernon Simmen
Porterville
James McDonnell
Redwoods
Mary Stuart
Rio Hondo
Kenneth Bos
Shari Herzfeld
Robert Itatani
Muata Kamdibe
Maurice Meysenburg
John Rios
Nilsa Rivera
Judy Sevilla-Marzona
Tiffany Tran
Riverside
Leslie Howard
Janet Ruffner
Barbara Saxon
Ken Shoemaker
Sacramento City
Adolphus Ghoston
Debra Lannom
Lynda Maloyed
Tricia Warrell
Bruce Zenner
Saddleback
Mercedes Guizar
Petrina Noor
Maureen Smith
San Bernardino
Margaret Dodds-Schumacher
San Diego City
Rick Cassar
William Schwandt
Margie Spikes
San Diego Mesa
Joan Adaskin
Shirley Junior
John Scheufler
San Francisco
Josephine Coniglio
Rose Endres
Akemi Uchima-Decena
Janet Zanetto
Garrett Chinn
Eunice Lew
Ophelia Clark
Lillian Ho
Victoria Holder
Judy Leatherman
San Joaquin Delta
Carol Higashi
Isabel Romena
San Jose City
Madeline Adamczeski
Daketima Briggs
Terrance Brown
Susie Castaneda
Henry Liem
Mark Newton
Shirley Silveria
San Mateo
Thurman McGinnis
Santa Ana
Lucy Carr-Rollitt
Cheryl Dunn
Catherine Emley-Akanno
Leticia Lopez-Jaurequi
Michelle Parolise
Martha Vargas
Santa Barbara
Susan Hamilton
Karen Hickman
Santa Rosa
Scott Butler
Karen Cicerone
Edward Crowell
Robert Flores
Veronica Gondouin
Pamela Kessler
Kay Renz
Carmen Sheldon
Santiago Canyon
Elizabeth Elchlepp
Leah Freidenrich
Moira Hahn
Rosa Salazar de la Torre
Shasta
Susan Meacham
Douglas Milhous
Sierra
Reyes Ortega
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Raymond Hernandez
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Sarah Nordin
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Angelina Stuart
Victor Valley
David Miller
West Valley Mission
Faraneh Javanmardian
Vivian Lock
Benjamin Mendelsohn
Malgorzata Pasternak-McMurry
Jeff Rascov
Yuba
Glenn Husted
Sally Rudstrom
Donald Schrader

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MEMBER

Get A Head Start ...begin sponsoring new FACCC members now and you could be on your way to an exciting destination next summer.

For every four new members you sponsor, your name goes into a drawing for a trip for two. Visit *www.faccc.org/peerpeer.htm* to see who won this year's prizes, and ideas for setting goals.

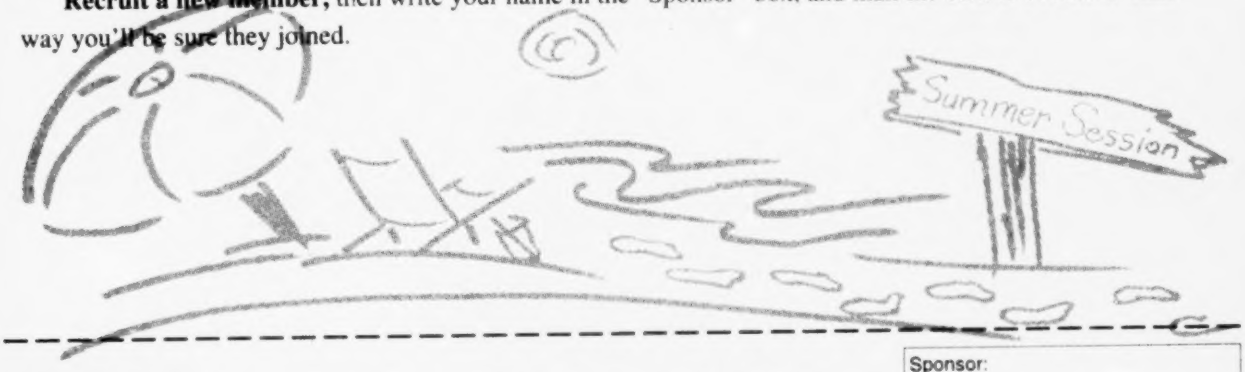
Most new members decide to join because another member took the time to tell them how FACCC makes a difference in their profession. No direct mail campaign can ever match the influence that you have as a faculty colleague and FACCC member. If you'd like Field Director Lyndon Marie Thomson to accompany you while recruiting your first few members, call (916) 447-8555.

Recruiting is easy. Think of newly-hired faculty members on your campus, your office partner, other department faculty. The next time you meet, pass along the membership card below and invite your colleague to join. We can send you more membership cards and a list of members and non-members. Just call the number above and ask for Membership Director Paul Simmons.

Sponsoring new members is rewarding. The more new members you sponsor, the greater your chances are of winning a free trip for two, and of receiving higher-level thank-you gifts.

Recognizing your success is important to FACCC. When you sponsor your first new member, you will receive a gift as FACCC's way of saying " thank you." And your name will appear in *FACCCTS* and on FACCC's Web site.

Recruit a new member, then write your name in the "Sponsor" box, and mail the card to FACCC. That way you'll be sure they joined.



FACCC

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☐ $12.50/month (12-pay) ☐ $15.00/month (10-pay) ☐ $ 4.00/month (part-time)

CVU Cuts Back

California Virtual University will cease operations as an independent distance education institution, following reluctance of the venture's partners — the state's three public college systems and the association of independent colleges — to put up $1 million a year for the next three years to cover operating costs.

The Chronicle of Higher Education reported April 2 that CVU will retain its searchable Web site *http://www.california.edu,* which lists available courses at more than 100 participating colleges and universities. Funding already received by CVU, including $250,000 from the Alfred P. Sloan foundation and $375,000 from corporate sponsorships, has already been spent, in part on developing the Web site. CEO Stanley Chodorow said in a mid-March e-mail message that "We just did not have enough fuel to get up to takeoff speed."

Field to Face Wu in Runoff

Mona Field, 1997 Local FACCC Advocate of the Year, will face Julia L. Wu in a June 8 runoff for Office 3 of the Los Angeles Community College District Board of Trustees.

Field had 95,368 votes (42.16 percent) in the April 13 election, Wu had 78,502 (34.70 percent) and Jules S. Bagneris III had 52,300 (23.12 percent). Field needed 50 percent plus one vote to avoid a runoff.

Prop 13 Analysis Released

The Public Policy Institute of California has published a new report, "Patterns in California Government Revenues Since Proposition 13," by Michael A. Shires.

Among the report's conclusions: "Changes in public finance since 1978 have significantly expanded the state's role in the local arena. Some jurisdictions have been able to offset the shift in control of the property tax to the state by increasing local taxes and user fees. Others, most notably schools and counties, have become increasingly reliant on the state and hence are susceptible to its fiscal problems and budget cycles."

"The constraints on local governments' ability to generate revenues may become increasingly problematic as they seek to provide services to a rapidly growing and changing population. Unfunded mandates may further hamper the ability of local governments to respond to local needs and preferences."

The report may be ordered by e-mail at *order@ppic.org* or phone (415) 291-440. The full text is available on the Internet at *www.ppic.org.*

FACCC Attends Convention

FACCC Legislative Advocate David Hawkins, executive director Jonathan Lightman, members Mona Field (with her daughter Nicki Levyfield) and John McFarland and FACCC Governor Carrol Waymon bumped into each other during the Democratic State Convention in Sacramento March 27.

The convention featured speeches by Barbara Boxer, Gray Davis, Tipper Gore, Willie Brown, Antonio Villaraigosa and many other high-level Democrats. FACCC staff and members networked with Assemblymembers Scott Wildman, Sheila Kuehl, John Longville, and Bob Hertzberg, as well as Congressman Brad Sherman. See *www.cadem.org/* for information. FACCC members who would like to become delegates to future state conventions can contact Mona Field at *mfield@glendale.cc.ca.us* or (818) 240-1000 ext. 5473.

FACCC representatives plan to attend the fall Republican state convention Sept. 24-26 at the Anaheim Marriott. Call (818) 841-5210 for information or visit *www.cagop.org.*

Report Released on Access

The National Center for Education Statistics recently released findings from "The Condition of Education 1998" in the summary "No. 14: College Access and Affordability."

To order the report, call (877) 433-7827 or e-mail *edpubs@inet.ed.gov.* The NCES home page is at *http://nces.ed.gov/.* To see a list of NCES publications, see *http://nces.ed.gov/pubsearch/index.html*

CalPERS Home Loan Fair

CalPERS Home Loan Fair is scheduled-from 11 a.m. to 2 p.m., Tuesday, May 25 on the west steps of the Capitol in Sacramento. The event offers free hot dogs, sodas and live music, and is open to active and inactive members. Interest rates haven't been this low since the 1960s. Approved CalPERS lenders will be available to answer questions and discuss the program.

Call (800) 874-7377 or visit *www.calpers.ca.gov/homeloan* for more information.

Newsletter Offers Advice

Rob Scuka distributes a free monthly newsletter for part-time faculty called "Leaving the Ivory Tower: A Survival Guide for Academic Professionals at a Career Crossroads."

The newsletter promises "strategies for networking in the non-academic world." Scuka, who holds a doctorate in religious studies, told

The Chronicle of Higher Education that he is one of the victims of a weak academic labor market, having held temporary jobs at two universities. He eventually earned a master's degree in social work and is a psychotherapist.

"I was no longer willing to string myself out on year-to-year contracts ending up who knows where," he said. "I realize, in retrospect, I would have benefited from personal and professional coaching."

For information, visit *www.IvoryTowerCoaching.com/news.htm*.

Upturn in Job Market

The new year is offering job hunters in academe a sign of increased openings, with many institutions reporting a surge in hiring for tenure-track positions, *The Chronicle of Higher Education* reported Jan. 29.

History positions advertised: 567 in 1998, compared to 442 in 1997; math positions advertised: 400 in 1998, compared to 250 in 1997; economics positions advertised: 1,370 in 1998, compared to 1,154 in 1997.

The trouble is that there are far more applicants than openings in most fields. Departments have produced more than three doctorate holders for every two junior-level positions advertised, for the past five years.

New job seekers with doctorates are competing with a huge backlog of doctoral recipients who have spent years in temporary teaching and research jobs, hoping to land a tenure-track position.

Governors Team with Britain

Western Governors University is forming a distance-education consortium with Britain's Open University, to be called the Governors Open University System, *The Chronicle of Higher Education* reported. Students enrolled in either university will be able to take courses through the other. Open University, which is one of the oldest and well-known distance learning institutions, provides video- and Internet-based courses to more than 200,000 students worldwide for credit. WGU, which opened its virtual doors in 1997, grants degrees and certifications based on assessments of competency. The new arrangement will allow the institutions to offer both credit- and competency-based programs.

Special to FACCCTS

Senator Adam Schiff, who taught California government last fall at Glendale Community College, donated his teaching salary to the college's Science Education Center.

Schiff Donates Paycheck

State Senator Adam Schiff, who taught California government last fall at Glendale Community College, donated his teaching paycheck to the campus Science Education Center fund. The NASA/JPL Science Education Center, which will be built within the next two years, initially received $2 million from a federal appropriations bill passed in November.

But the project requires additional monies to expand its scope and meet growing community needs, and the Glendale College Foundation has initiated private and public fundraising efforts for that purpose.

"We were honored to have a member of the legislature teaching California government," said Dr. John A. Davitt, GCC Superintendent/President, "and we are most grateful for Senator Schiff's generous donation."

The Science Center will be designed to reinforce the college's science/math curriculum and also function as a teacher training facility and as a hub for community information.

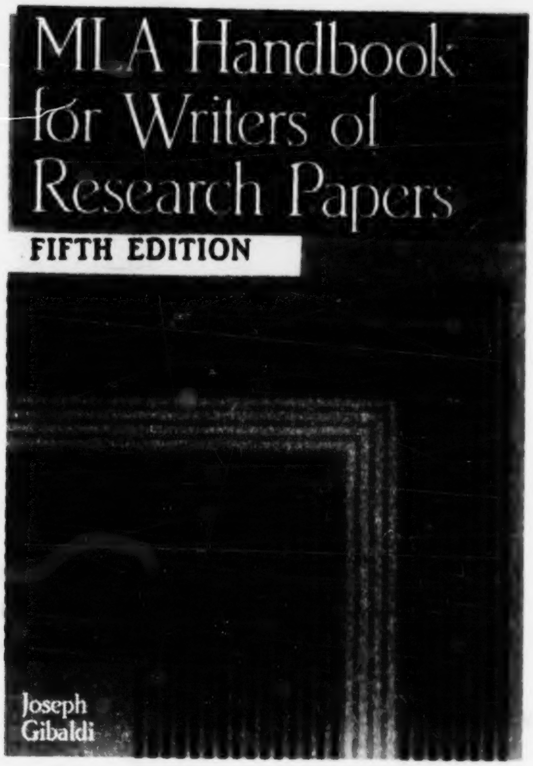
Initial plans include a planetarium and large lecture hall with links to JPL for live satellite and space probe signals, a hands-on demonstration lab, and a geology/seismology area for possible analysis of space materials. Call the college's foundation at (818) 551-5198 for information about the Science Center fund.

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez: (916) 447-8555 or *k7martinez@aol.com*

■ FACCC Executive Director Jonathan Lightman's e-mail address changed after the last issue of *FACCCTS* went to press. His new e-mail address is *JLFACCC@aol.com*.

UPDATED FOR THE INTERNET AGE



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MLA Style on the Web

The new MLA Web site (www.mla.org) includes updated information on MLA documentation style. Various pages on the site answer frequently asked questions and list examples of citations for materials found on the World Wide Web. The pages are the only MLA-authorized Web site on MLA style.

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Brulte Represents Real World in State Senate

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www.sen.ca.gov/htbin/senator_profile/Brulte
Committees: Budget & Fiscal Review (vice chair); Energy, Utilities and Communications; Finance Investment and International Trade **Select Committee:** So.Cal. Water Districts' Expenditures & Governance **Subcommittee:** Budg. & Fiscal Review #1—Education

by Katherine Martinez, *FACCCTS* Managing Editor

Community college was a family affair for state Senator James Brulte.

He, his mother and two brothers all graduated from Chaffey College in Rancho Cucamonga. It saved him twice, in a way: he didn't have the grades to attend a state university right out of high school, so he studied hard and made the dean's list. Then, when he ran out of money for tuition while attending a private college, he returned for a few more classes in 1978. He graduated with a bachelor's degree from Cal Poly Pomona.

Brulte said the colleges play a great role as transition institutions for students who aren't yet ready for universities. He's recommended to countless students that they spend their first year at a community college.

"It's a great opportunity. I can't say enough about community colleges," Brulte said during a February interview with *FACCCTS* in his Capitol office. "I just wish more of my colleagues here had been a part of it."

Many state senators have no personal community college experience. Brulte, who was elected to the Assembly in 1990, and to the Senate in 1996, noted that he is the youngest Republican in the Senate, and he left community college about 20 years ago.

"Part of our problem is it's not 'real world' for a lot of senators," said Brulte, chair of the Senate Republican Caucus. "Most people here went to some kind of university."

That points to the California Community Colleges' visibility problem, Brulte said: "I don't think most people in California understand how valuable the community colleges really are."

A large part of the population has been through the K-12 system or have children in it. And everyone's heard of the state universities. Community colleges are the "least visible part of the education system," Brulte said. "They have a structural disadvantage that makes it difficult to get their story out in a meaningful way."

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That aside, Brulte said he thinks the CCC's biggest challenge is seeing whether Gov. Gray Davis, a former UC Regent, focuses on the community colleges as much as he has on UC and CSU. Davis has, however, become a strong supporter of the community colleges' $100 million Partnership For Excellence program, which received a $10 million boost in Davis' proposed state budget.

Brulte said he supports the Partnership for Excellence program and bumping up the community college share of Prop 98 to 11 percent. He also said he's a big supporter of increasing money for growth and for hiring more faculty.

"I'm not unsympathetic" to part-time faculty, Brulte said. But "at the end of the day, it's [about] how many classes students get to take."

Brulte said he's always backed the 75 percent goal for instruction hours taught by full-time faculty. **He received a 1998 FACCC Special Award** for his key role in coordinating legislative talks. The negotiations led to the successful passage of FACCC co-sponsored bills that provided district incentives for "freeway flyer" health insurance and paid office hours for part-time faculty.

The senator's sharply-honed political skills have gained him respect on both sides of the aisle.

"Jim Brulte is the cleverest, smartest politician I know," Senator Dede Alpert said. "He's my seatmate on the Senate Floor, and I have come to appreciate his personality and sense of humor. As a Democrat, I'm always happiest when he's *not* in leadership. I hate to see Democrats have tough campaigns."

Brulte said he wants to move remedial classes away from universities, because he thinks the CCC can do it "cheaper, and I suspect, better." And he acknowledged that the state must improve retirement benefits to attract more people to teaching. His goals include equalizing funding for the CCC with K-12, funding growth and cost of living, and providing more resources for full-time faculty.

"I believe we have to do a lot more for community colleges," he said. "We've done a great deal for the University of California, we've done a great deal for the California State University, and we've done an incredible amount for K-12."

Correa Encourages Young Entrepreneurs

Assemblyman Lou Correa (D-Anaheim)
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Lou.Correa@assembly.ca.gov, http://democrats.assembly.ca.gov/members/a69/
Committees: Budget, Education, Public Employees Retirement &Social Security (chair), Veterans Affairs
Subcommittees: Budget #5—Information Technology/Transportation **Select committee:** Mobile homes

by Katherine Martinez, *FACCCTS* Managing Editor

Assemblyman Lou Correa is a big believer in the community colleges.

"My philosophy is education is a great equalizer in our society," Correa said. "A lot of us could not be here without it."

The remark alluded to himself as well as Assembly Speaker Antonio Villaraigosa and Lt. Governor Cruz Bustamante. The latter two have often credited the community colleges with contributing to the leaders they are today.

Correa, the son of a warehouse laborer with a fifth-grade education, grew up in Anaheim, where he still lives with his wife, Esther, a medical doctor, and their three young sons. He attended classes at Fullerton College in the 1970s and taught algebra, geometry and English classes part-time at Rancho Santiago College for a couple of years before his 1998 election ("I love teaching"). He expects to return to the community colleges someday as a student.

"I'm the classic example of the retraining workforce," said Correa, a former investment banker and businessman who expects to switch careers a few more times. But it appears Correa is doing quite well in his latest career.

"Assemblyman Correa has already established himself as an individual that can bring people together to solve complex and somewhat contentious issues," Villaraigosa said. He "...takes a hands-on approach to district issues, from local reading programs and other community involvement activities to supporting business development and job creation."

He said the community colleges should play an important role in welfare-to-work efforts. He's also trying to encourage local businesses to adopt high schools; in return, they'd receive tax credits. He hopes the relationship will spark students' creativity. A recent Interchange Education meeting in Santa Ana about international and domestic business markets was a prime example, he said, of the ideas community colleges should allow students to hear.

"By bringing in these people with great ideas and showing [students] how to accomplish their goals and dreams," Correa said, "...you, the community colleges, can play the spearhead role."

FACCCTS

He talks enthusiastically about young entrepreneurs he's met. One young Latino father of two, for example, has become a successful businessman importing hydraulics systems to Japanese car enthusiasts. Correa marveled that someone could "make a mint" from such a simple idea.

Correa earned a bachelor's degree from CSU Fullerton, and a master's degree in business administration from UCLA in 1985. Correa said he's impressed with some community colleges' ability to quickly meet their communities' needs, specifically Santa Ana College.

"I've watched them transform themselves from a traditional learning institution to entrepreneurs, meaning they respond to the needs of the clientele," he said, mentioning the creation of the Academic Computer Center in the Caesar Chavez Building as one example.

Full-time/part-time faculty issues are just one factor affecting students' education, said Correa, who called freeway flying a "brutal lifestyle." Students' educational needs should drive how community colleges resolve the issue, he said.

As the new chair of the Assembly's Public Employees Retirement & Social Security Committee, Correa has a hand in affecting faculty's retirement planning. He doesn't believe in micro-managing specific funds. He would, however, like STRS to look more into investing in growing companies.

Social Security has so many problems, "yet in California we have this [STRS] pension fund that's doing exceptionally well." That's why he doesn't think states should be forced to participate in Social Security.

"If we have a retirement system that's healthy," Correa said, "why mess with it?"

Legislative Focus

Former Fresno Student Now State Lawmaker

Assemblywoman Sarah Reyes (D-Fresno)
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Sarah.Reyes@assembly.ca.gov, http://democrats.assembly.ca.gov/members/a31/bio.htm
Committees: Agriculture, Budget, Higher Education, Utilities & Commerce **Subcommittees:** Budget #2—Education Finance (chair)

by Katherine Martinez, *FACCCTS* Managing Editor

When Assemblywoman Sarah Reyes talks about the community colleges, she always says "we."

A former television reporter, part-time Fresno City College faculty member and assistant to the State Center Community College District chancellor, Reyes was elected in November. She is the first Latina, and only the second woman, from the San Joaquin Valley to serve in the Assembly.

Reyes was another first: the first in her family to go to college. But she decided UC Berkeley was too far from home, so she attended Fresno City College. "It was the best decision I ever made," she said.

The assemblywoman graduated from Fresno City College and CSU Fresno, and still feels the connection to community colleges: **"I remember my community college instructors more than any university professors," Reyes said.**

Two of them include Don Larson and Joan Newcomb. Larson, a history instructor who is retiring this year, has a booming voice that commands attention, she said.

"He could entertain 200 students about U.S. history," Reyes said during a February interview with *FACCCTS* in her Capitol office. "I just couldn't wait to go listen to him."

Larson said he wasn't surprised at all that his former student is now a state legislator. "She was hardworking and energetic, and had a sense of purpose about her," he said. "She's very insightful, and has a great concern for education in general."

Joan Newcomb, Reyes said, taught her fear. Newcomb's classes on the sociology of child abuse and rape influence Reyes to this day: she said she's always aware of her surroundings. "She's just an incredible instructor," Reyes said. "She's the type of instructor who, if you had a bad day, you could go cry with her."

For Newcomb, the admiration is mutual.

FACCCTS

"Sarah is somebody, who if she decides to do something, she just does it," said Newcomb, who worked extensively with her former student when Reyes was the district contact for the London Semester program. "She's organized, articulate, has a good sense of humor, and is passionate about education."

Reyes said the California Community Colleges system is at a disadvantage because it's so large. "That's why we're usually third at bat" behind UC and CSU when it comes to the state budget, she said.

"I think everybody needs to be more active up here," Reyes said of college lobbying. "CEOs, classified staff, students, faculty. They just need to keep telling us the importance of the community colleges."

Reyes is a key player for higher education in the Legislature as chair of the Assembly Budget Subcommittee #2—Education Finance and a member of the Assembly Higher Education Committee. She said community colleges deserve the opportunity to hire more full-time faculty members, and supports the system goal of full-time faculty teaching 75 percent of credit instruction hours.

Community colleges must also make sure they're first at the table when it comes to welfare-to-work education and training. **"We have a proven track record," Reyes said. "We trained welfare mothers before it was politically correct to train welfare mothers."**

Other challenges facing the community colleges, Reyes said, are to remain prominent in legislators' minds during this era of term limits, and figure out how to deal with enrollment surges and the graying of faculty. For now, Reyes is focusing on getting a fair budget in a tough year. But she doesn't see the community colleges' share of the Proposition 98 split with K-12 reaching the mandated 11 percent anytime soon. It will continue increasing only incrementally, she said.

As a former college insider, Reyes is already one step ahead of other legislators in knowledge and understanding of the colleges. "I'm a community college person," Reyes said. "I always want more. I'll always be supportive." ◆

FAX Survey

What is the greatest threat to community college faculty?

Answer (please print or type):

With this issue of *FACCCTS* begins the new feature, Fax Survey. FACCC invites you to send your responses via fax, e-mail *faccc@aol.com* or mail. Answers must be received by July 5.

We will publish responses in the next issue and the FACCC Web site, *www.faccc.org*, along with a new question. *FACCCTS* Managing Editor Katherine Martinez welcomes your suggestions for future questions at *k7martinez@aol.com* with the subject "Fax Idea."

Your Name

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My suggestion for the next Fax Survey question is

Fax to (916) 447-0726, e-mail *faccc@aol.com* with "Fax Survey" as the subject
or mail to Fax Survey, FACCC, 926 J St., Suite 211, Sacramento, CA 95814-2790

Scroggins *continued from page 13*

FACCC has always been out there in the forefront with its fingers on the pulse of faculty issues."

Scroggins' major priorities during his two years as Academic Senate president have been improving shared governance and transfer and articulation with the University of California and the California State University. The Academic Senate and the Community College League of California, an organization for college trustees and presidents, helped campus leaders at about 30 colleges improve their governance structure. Scroggins has also participated in the Intersegmental Committee of Academic Senates to streamline the transfer process. Later this year, community college faculty will be able to advise their students with confidence about which science and math courses are transferable to UC and CSU.

Both endeavors have shown how face-to-face meetings with faculty colleagues can result in solutions to long-standing problems.

"I don't think there's any substitute for the human element," Scroggins said. "If you can make that connection, wonderful things happen."

While Scroggins said that his career in chemistry has influenced his linear way of analyzing issues, it's a sensitivity about people's attitudes and beliefs that has contributed to his success. He credits his sociologist wife of 29 years, Erlinda Martinez, Cerritos Colleges' vice president of student services, with teaching him about incorporating the human element into his work.

"It's not always enough to be right," he said. "In this leadership role, working with people, you have to connect with the other person, form your goals with their goals and see common ground."

The couple's two sons, 20-year-old Rob and 16-year-old David, have learned about this holistic approach to life through youth sports and summer backpacking trips with their father. Those activities, Scroggins said, have taught his sons valuable lessons of personal responsibility, self-worth and fulfilling their potential.

It's a lot like what goes on in the classroom.

"That's why I teach," he said. "To me that's one of the highest accomplishments, to say that you helped others in reaching their full potential."

With his Academic Senate presidency ending June 30, Scroggins is now turning his sights to new challenges. He'd like to serve as chief instructional officer at a college near his family in Huntington Beach. If that doesn't pan out, he said he'd enjoy returning to the classroom.

"FACCC and the Academic Senate constantly renew the energy and enthusiasm of the faculty leadership by having new people in those positions," Scroggins said. "We need a connection with people who are fresh from the trenches."

"Both FACCC and the Academic Senate add to the Sacramento scene; our members have direct connection with students. We know how these policies play out."

FACCCTS

Marge Lasky watches the Feb. 26 faculty awards during the FACCC conference. Lasky later received the John Vasconcellos Award for Advocate of the Year.

Lasky *continued from page 13*

"petite size belies her strength and stamina that she lends to every endeavor she undertakes on behalf of faculty."

"I think I've always been impressed with the relationship FACCC has tried to cultivate," Lasky said in a phone

"I always have felt that Marge was, in our relationship, honest, conscientious, generous, and fair-minded," colleague Sonja Morris said, "and I will continue to be most grateful to have been the beneficiary of her representation."

Lasky came to the community colleges after teaching elementary school, and attending CSU San Francisco in the 1960s to obtain a master's in history: "I personally think it was the '60s that radicalized me and made me understand that the best kind of teaching work I could do was in community colleges."

continued on next page

Lasky

continued from previous page

She joined FACCC because Les Birdsall, a faculty colleague and union president, came into her office and said, " 'You have to sign this card.' He didn't tell me anything about it. He said 'this is an organization that you have to belong to.' "

"I think I didn't really understand the extent of the work that FACCC did until I got on the FACCC board," Lasky said, "then I got a better understanding of how Sacramento affects our daily work lives...FACCC represents all of the faculty statewide."

Lasky, who has two grown children (David, 34, and Jaimie, 32, a middle school teacher in Piedmont) has made time to pursue her interests outside of work. She returned to school in 1980 to get a doctorate in history, has traveled throughout Southeast Asia and Latin America, and has taught for her college in London. She'll return to Britain's capital next semester.

When it comes to faculty advocacy, Lasky said it's important for faculty to believe what they tell their students: It's OK to ask questions, especially about the complex issues surrounding higher education policy.

"We have the right to ask," she said. "I hope that's part of what I passed along."

Dave

continued from page 13

College, Solano Community College and CSU Sacramento. He said most students take physics classes because they have to, so he considers it his responsibility to make sure they see the connection between physics and their own lives. "Let's make this palatable," is Dave's philosophy, "Let's make this interesting."

"They're still not thrilled about it," he said, but "they'll see it does have relevance to their lives."

Dave has 14 years experience in industry, and nine years in teaching. He is founder and president of Vejur Technologies, and holds a bachelor's degree in physics and chemistry from UC Berkeley and a master's degree in physics from Brown University. He had always been interested in teaching, but figured it would be something he wouldn't try until later in life. When he did try it he loved it immediately.

"It really made a big difference at my day job," he said. "You have to do a lot of thinking on your feet when you're a teacher."

Dave has shown his devotion to teaching and his students by going above and beyond his duties. Starting last year, he began using his own money to award annual scholarships to single mothers pursuing degrees in physics, chemistry and engineering at Solano Community College (*http://www.vejurtek.com/nancysfund.html*).

Dave also acts as regional coordinator for a physics group affiliated with the American Association of Physics Teachers and the National Science Foundation. He is spearheading a project to set up a regional center for "learning excellence." The center would help all science teachers (such as physics, chemistry and engineering) become better at teaching their subjects.

"One of the first places people get turned off is the first class," Dave said. If the class isn't interesting, "you've lost that student."

He sees the community colleges, CSU, UC and industry participating, first with a pilot program in the Bay Area. Because of Tidal Wave II, Dave said this project will be especially helpful considering the expected teacher shortage.

Dave also finds time to actively lobby for improving part-time faculty working conditions and benefits. He is a member of FACCC's Part-Time Faculty Committee and a founding member of the California Part-Time Faculty Association. Last year, he was the subject of an April 28 front-page article in the *San Francisco Chronicle* about part-time faculty

Dave said he was deeply honored to receive the FACCC award: "I am thankful to FACCC and most thankful to past honorees for this award, like Chris Storer and Emily Strauss, both of which have provided inspiration and encouragement to me. A very special thanks to Margaret Quan for always lending an ear and providing me with truly sage advice."

"I think FACCC is in a very unique position to make great strides" for part-timers, Dave said. "I hope FACCC will continue to be the vanguard for the part-time teachers' cause."

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McFarLAND

Kamikaze Politics Served South Well

John F. McFarland

It may seem presumptuous to review books not yet published. But the topic of President Bill Clinton's impeachment will inspire half of Grub Street, and some titles are certain to be in bookstores before this column reaches its readers. Many authors, perhaps even the best, will affect arched-brow astonishment at the event, especially when attempting to explain motivation. And they are, in advance of these transgressions, the object of this column's abuse.

Why, they will ask, did an ostensibly sensible Republican leadership make so many politically inept moves in the latter half of 1998? With fall prospects of election gains and of the presidency diminished in authority, what reason was there for kamikaze politics?

The more alert commentators will note as crucial to understanding it the regional origins and style, not merely of former Speaker Newt Gingrich, but of majority leader Dick Armey, majority whip Tom Delay and conference chair John Boehner. Many will repeat the tired half-truth that under Southern leadership, the Republicans never learned how to trade in their oppositional guerilla weaponry for the more uniform, disciplined techniques of a governing party.

The problem is that this explanation presumes an incapacity in Southern politicians that is belied by the record. Though feeling beleaguered and long out of the mainstream, Dixie has proved unrivaled at the subtle application of politics to secure its perceived needs. This has gone largely unnoticed by Northerners, who prefer to see the stereotypical Senator Claghorne and Boss Hogg, all wind and no sails. Yet the yokeloid exterior screens expert machinations that arrested black civil rights for a full century after their region lay under its conqueror's heel.

There are reasons then — sadly for the Republicans, Southern reasons — for what appeared last fall to be no more than a self-destructive rage, bereft of all political purpose.

Not so long ago this Southern command, having led its party in exodus from cranky insignificance into the land of milk and money, seemed brilliant. Newt Gingrich, a manic backbencher, superbly exploited the dander voters had gotten up, first at Clinton's self-canceling turns, then at an emerging scandal in the Democratic congress. With one heave, voters aired out the House of Representatives, sending in 73 "freshmen," some from what had been safe Democratic districts. The event was far from unprecedented. Twenty years earlier the Watergate scandal had produced 75 Democratic freshmen, but those minnows swam into a lake already controlled by their party, and they lacked an infectiously agog leader to spin the victory as a triumph of ideology. There was no one to offer, as a manifesto straight from the masses, a "Contract with America."

The earlier election was not a mandate for liberalism, nor was the later one cast for conservatism. Polls indicated that 20 percent of 1994's electorate was even aware of the Contract, and only half of those were in general sympathy with it. But Gingrich whirled through January 1995 like the cartoon Roadrunner and TV captured every jerk and flex of it. Newt was news even if, as he made it, his negative "numbers" edged towards 60 percent, and in fact eventually eclipsed even those for Clinton, who soon benefited from the contrast.

The Contract was a Southern screed, intending to weaken Washington with massive tax cuts. A svelte government, though more lavish than ever with defense dollars, would find itself anorexic when entitlements came under consideration. Some Southern churches oppose welfare payments whose recipients cannot be coerced into virtue by men of religion. Many more in Dixie want an end to all those liberal plots, to drive God out of and Darwin into the schools, to advance not only civil rights but such unBiblical nefarieties as women's and gays' equality, and finally, to prevent any protest of the above by diluting citizens' right to bear arms — any arms.

Southern leadership prevailed in the party despite the fact that only 17 (some 23 percent) of the 1994 freshmen came from the old Confederacy and five of those from North Carolina. Thirteen came from the three Pacific states alone, while Alabama, Louisiana and Arkansas supplied none.

Put differently, though the Republican appeal became more national, its perspectives would remain monopolized by one region. Gingrich *et al* would assume that rural and small-city white southerners were the true deposits of American values. Barry Goldwater had made similar misjudgments about the country club in 1964 and George McGovern about college campuses in 1972.

The Contract with America was a Southern screed, intending to weaken Washington with massive tax cuts.

And, was it Sophocles who plotted this story so that the Republican nemesis would also come from the South? Those who have not sworn to the jihad against him wonder how a nebbish like Clinton can fuel this eternal flame of hatred. Draft dodger? What about the deferments sought and won by Dick Armey or Trent Lott or Newt Gingrich? Liberal? Then why the complaints that he pillaged the Republican platform? Family values? Ever look into the divorces of Armey, Lott or (more spectacularly) Gingrich, not to mention the soap opera lived by the thrice-divorced Bob Barr of Georgia?

To liberals Clinton seems a Republican with soft upholstery. To Southerners, however, he is a cloven-hoofed traitor who has betrayed the program behind which Republicans should rally.

Clinton, say political scientists with an expertise on the South, is best explained by remembering that that region is not divided between conservatives and liberals (of whom there are precious few), but between traditionalists and modernizers. Modernizers prevail when their constituents can be convinced they can catch up with the Yankees without compromising their Southerness. George Wallace seems to have drifted into that camp towards the end of his life, and Gingrich himself began to fall from grace when his fellow Republicans glimpsed in him — apparently accurately — the abandonment of traditionalism.

Hence a "third way" (to borrow from Britain's Clinton clone, Tony Blair). Clinton's third way is designed to position the nation for international competition. It has a liberal side (protection of Big Government programs in Social Security and Medicare) and a conservative one (disposal of lifetime welfare entitlement costs.) Aside from trade agreements like NAFTA, the principle stimulus to good jobs that Clinton believes Washington can give is in support of technical career training.

In the South, where many fear the unwholesome world of secular values that accompany the bachelor's degree, this narrow focus — what *The New York Times* termed "Hire Ed" — is a safe modernizer's strategy. Traditionalists are likely to sabotage anything broader.

This is not to deny that traditionalists have plans, quite generous plans in fact, for federal spending. Since F.D.R. instructed them in what Washington monies can do, Southerns have quietly sought agricultural subsidies. While denouncing the expenditure of federal funds in inner cities they want federal dollars for those who grow that toxic (indeed, that sinful) weed, tobacco.

The New Deal developed the South economically and in Gingrich's 104th Congress the very same freshmen who staged apoplectic seizures about funds for Wisconsin schools insisted on continued support for the Tennessee Valley Authority. But the most frequent visits to the federal nipple are made by Southern congressman seeking military bases and aid to their state National Guards, forms of welfare that are obviously manly.

As finally drafted, the 104th Congress' first budget cut 93 percent out of all programs targeted to the poor, though the poor's share of the earlier entitlement pie was only 23 percent. Clearly, the new Congress understood political power as not only the power to serve its region but to deny service to others. Their own polls informed Republicans in mid-1995 that the three most frequently invoked adjectives voters use to describe them were "mean," "extreme," and "arrogant."

This was not the secure base the Republicans needed to launch a budget struggle with Clinton, and certainly not if they were to shut down all but the most essential functions of the federal government. When they did, some states had to close their unemployment offices. Veterans, contractors, some pensioners and home purchasers awaiting clearance for their federal loans went without checks. Then, after their polls warned them not to, they shut the government down a second time.

In this Southern Civil War the traditionalists could only lose. If Clinton's ineptitude helped elect the freshmen, their selective applications of high principle reelected him. It also exposed the lack of support for the Contract with

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America, though Bob Dole embraced its centerpiece along with flat-taxer Jack Kemp.

By now the electorate was schooled in the realities of who benefits from tax cuts and was fearful that the Republicans had sacrificial plans for Social Security. The anchor of Dole's tax proposals helping to keep him underwater allowed the Republican leadership to shift campaign priorities to protect the Congress. By outspending the Democrats by a whopping four to one they cut their losses in the House to a modest 12 seats. Still, their majority was a slender 227 to 207, and since a Vermont Independent usually votes with the Democrats, the majority party could afford a defection of only nine.

Virtue monger William Bennett called it "the death of outrage." A more accurate term would be the birth of annoyance.

Yet the Republicans lost only one Southern Congress seat in 1996. If clumsy at the national level they remained sure-footed at home. This same mixture of awkwardness and adroitness would characterize the way they would respond to the summer of scandals, to Monica and the charges of perjury.

It played like film noir: a married man snared in an adulterous web; his young partner flushed out of anonymity by a treacherous friend; a pious prosecutor with rocket-grade ambition; a congressional jury, some of the most indignant with histories of operating their own office seraglios. (Six of the moralistic freshmen, away from their families in Washington, went into divorce court in their first term.) Where the public saw a banquet of moral ambiguities, the Republicans saw the lever with which to dislodge a man who twice won the presidency in defiance of their undying outrage.

In the last month of the 1998 election, the Republicans moved their chips to the square that had disappointed them so often before. At Southern direction they spent $10 million from the Christian Coalition on TV spots which, against a steady background drip of moral indignation, rehearsed the news of Clinton's libido.

The TV spots implied a Republican pledge to impeach and convict the president in advance of any legal formalities. The results were no surprise. Nine days before the election *The New York Times* predicted a loss of five GOP House seats, something so rare for a non-presidential party that it has happened only twice in this century, most recently 68 years ago. In California, where the party of morality had conducted a referendum on "GAG" (guns, abortion, gays) issues, the Democrats enjoyed their greatest statewide victory in 40 years.

Virtue monger William Bennett called it "the death of outrage." A more accurate term would be the birth of annoyance. Outside the South the belief prevails that private behavior and resultant civil litigation are not the grounds with which a president should be removed. More than 75 percent of the nearly 500 legal, constitutional and history scholars who filed friend-of-the-court briefs agreed with that position.

But not the House Republicans, voting lame duck in December before the arrival of a new Congress, with their effective majority down to six votes. In defeat they were, as once said of conservative Norman Podhoretz, "full of grudge and doctrine." But somehow the newly-collected frost had to be thawed from Northern feet. Pressure to vote the (Southern) party line consisted not in the usual mentions of committee assignments and office staff size but in open threats that leadership allies like the religious right would challenge Northern defectors in the primaries. The enormity of this tactic becomes clear when we observe that it illuminates a command willing to squander seats it needs to keep the majority.

And the same command impeached on little more than a straight party vote, in largest measure because the leadership cared little for Democratic votes they didn't need, but as well because the case was unconvincing. The stronger of the two charges was perjury, an offense so difficult to win in court that prosecutors routinely refuse to try. The second, obstruction of justice, bulked up the file, while it indulged the Republicans with a variant of similar (albeit unproven) charges they have been making against the Clintons for years. The effort, when totaled with Kenneth Starr's investigations and the Senate's proceedings, cost close to $100 million and is inexplicable save as political theater.

The theater played poorly outside the South. Reality cast the Republicans as representing less their House than themselves. This weakened the effect of a battalion of white males frowning their Old Testament wrath as they marched into the Senate. Then later, without ostentation, came Clinton's attorney, Charles Rudd, his briefcase on his lap as he wheeled his chair in himself.

No objective observer expected the managers' case to prevail, though few thought it would do as poorly as it did. The heedlessness of it, the transcendence not merely of risk-taking but even of recklessness into what looked like near political suicide, is what will beguile authors racing to get out their books on the event. What is it with Southerners? Was H.L. Mencken right when he saw in "the Bible Belt" (his coinage) "a slough of bumpkin barbarism?"

Suppose we answer Mencken not with appearances, which have misled Northerners for decades, but with a reiteration of Southern priorities. When the region was segregated and "solid," general elections held very few surprises and cost very little to win. But now the costs of many House elections even in Dixie reach half a million dollars. A candidacy hinges on statements of support from organizations like the Christian Coalition and the N.R.A., and requires funding from like bodies.

In addition, Southern voters expect material payoffs. Regular deliveries from the federal cornucopia measure a congressman's effectiveness. They understand that, to secure such bounty a representative will have to accrue seniority, the principle means by which Southerners gain advantages that offset their minority status in Congress. When Bob Livingston suddenly resigned not merely the speakership but his seat and its two decades of incumbency, his Louisiana district was furious. They had sent him to milk the government, not to lead it.

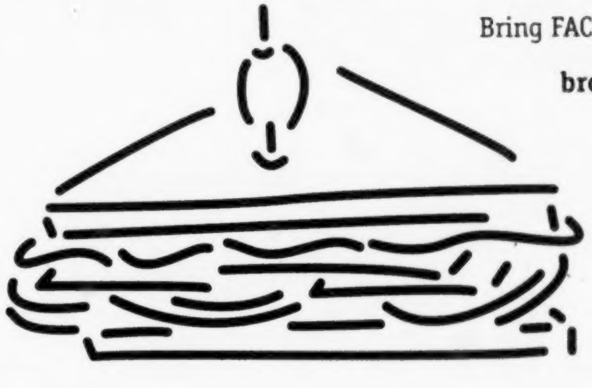
And ultimately that proved to be the bedrock value: appeasing the religious right outweighed control of the House. With national leadership, after all, came national attention. The Southern brand of congressional politics is best practiced beyond public scrutiny in the shadowy world of hallways and anterooms, where votes are commodities that can, *quid pro quo,* bring home the bacon.

So the books under early review here are wrong. Republican Southerners played the impeachment proceedings with a full deck. The deck, alas, is full only in Dixie, a fact they were fully aware of, but little concerned about. They served the Republicans who matter to them very well.

John McFarland teaches history at Sierra College. He is a former FACCC president and was a recipient of the 1995 Hayward Award for Excellence in Teaching.

To comment on this column, write a letter to the FACCCTS *editor. See page 4 for details.*

FACCC On Campus



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FACCC

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El Rey Theatre, 230 West 2nd Street, Chico
Senator Theatre, 517 Main Street, Chico
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UA Movies 6, 7229 Greenback Lane, Citrus Heights
Del Oro 3, 165 Mill Street, Grass Valley
Grass Valley Cinema, 11399 Sutton Way, Grass Valley
Empire Cinemas, 6470 Redwood Drive, Rohnert Park
Olympus Pointe, 520 North Sunrise Ave., Roseville
Laguna Village Theatre, 8755 Center Parkway Drive, South Sacramento
UA Arden Fair Market Square, 1739 Arden Way, Sacramento
UA Downtown Plaza, 445 Downtown Plaza #2113, Sacramento
Santa Rosa Theatre, 620 Third Ave., Santa Rosa
UA 5 Santa Rosa, 547 Mendocino, Santa Rosa
Coddingtown Theatre, 1630 Range Avenue, Santa Rosa

San Francisco Area:
Cinema 6, 200 Metro Center, Colma
AMC 1000 Van Ness, 1000 Van Ness Avenue, San Francisco
AMC Kabuki 8, 1881 Post Street, San Francisco
UA Twin Stonestown, 501 Buckingham Way, San Francisco
Alexandria Theatre, 5400 Geary Blvd, San Francisco
UA Coronet Theatre, 3575 Geary Blvd, San Francisco
UA Galaxy 4, 1285 Sutter Street, San Francisco
Metro Theatre, 2055 Union Street, San Francisco
Vogue Theatre, 3290 Sacramento Street, San Francisco

East SF Bay Area:
Movies @ Emery Bay, 6330 Christie Avenue, Emeryville
Hayward Cinema 6, 24800 Hesperian Blvd, Hayward
AMC Vallejo Plaza 6, 3465 Sonoma Blvd, Vallejo

San Jose Area:
UA Pruneyard Theatre, 1875 South Bascom Ave., Campbell
AMC Milpitas 10, 577 East Calaveras Blvd, Milpitas
UA Cinema 6, 305 Walnut Street, Redwood City
AMC Saratoga 14, 700 El Paseo de Saratoga, San Jose
AMC Town & Country 1, 2980 Stevens Creek Blvd.,San Jose
AMC Oakridge 6, 913 Blossom Hill Road, San Jose
San Jose Pavilion, 201 South 2nd Street, San Jose
AMC Mercado 20, 3111 Mission College Blvd, Santa Clara
AMC Sunnyvale 6, 2604 Town Center Lane, Sunnyvale

Central Valley Areas:
AMC Stockdale 6, 5430 Stockdale Highway, Bakersfield
UA Movies 6, 4200 California Ave., Bakersfield
UA East Hills 10 Theatre, 3100 Mall View Road, Bakersfield
UA East Hills, 3200 Bernard Street, Bakersfield
UA 8 Clovis, 2301 Villa Avenue, Clovis
UA Sierra Vista Theatre, 801 Santa Anna Avenue, Clovis
Manchester Mall Cinema, 3760 Blackstone North, Fresno
Broadway Faire 10, 3351 West Shaw Avenue, Fresno
UA Merced Movies 4, 301 West Main Street, Merced
UA Regency Theatre, 635 Fairfield Drive, Merced

Mid Coast Areas:
UA Mission Oaks, 5001 Verdugo Way, Camarillo
UA State Monterey, 417 Alvarado Street, Monterey

Los Angeles Area:
AMC Burbank 14, 140 East Palm Avenue, Burbank
AMC Media Center 8, 201 East Magnolia Blvd #345, Burbank
AMC Media Center 6, 770 North 1st Street, Burbank
AMC Chino Town Square 10, 5501 Philadelphia Street, Chino
AMC Puente Hills 20, 1560 South Azusa Ave., City of Industry
AMC Covina 30, 1414 North Azusa Avenue, Covina
UA Movies 7, 10801 Zelzah Avenue, Granada Hills
AMC Hermosa Beach 6, 1617 PCH, Hermosa Beach
UA La Canada, 1919 Verdugo Blvd, La Canada
UA Lakewood Theatre, 6440 South Street, Lakewood
AMC Century City 14, 10250 Santa Monica Blvd #196, L.A.
UA Coronet, 10889 Wellworth Avenue, Los Angeles
AMC Montebello 10, 1475 North Montebello Blvd, Montebello
UA Movies 6, 6355 Bellingham Avenue, North Hollywood
AMC Norwalk 20, 12300 East Civic Center Drive, Norwalk
UA Movies 6, 64 West Colorado Avenue, Pasadena
AMC Old Pasadena 8, 42 Miller Alley, Pasadena
AMC Santa Monica 7, 1310 3rd Street, Santa Monica
UA 5 Thousand Oaks, 382 West Hillcrest Drive, Thousand Oaks
AMC Rolling Hills 20, 2591 Airport Drive, Torrance
Del Amo 6 Theatre, 91-A Del Amo Fashion Square, Torrance
AMC Promenade 16, 21801 Oxnard Street, Woodland Hills
UA Warner Center, 8030 Canoga Avenue, Woodland Hills

Orange County and Inland Empire:
UA Movies 4, 1008 Brea Mall, Brea
UA Cinema 8 Brea, 965 Birch Street, Brea
UA Los Cerritos, 435 Los Cerritos, Cerritos
AMC Fullerton 20, 1001 South Lemon, Fullerton
AMC Puente Plaza 10, 17801 East Gale Avenue, Industry
AMC Marina Pacifica 12, 5346 East PCH, Long Beach
AMC Pine Square 16, 245 Pine Avenue, Suite 100, Long Beach
UA Movies Long Beach, 6501 PCH, Long Beach
UA 6 Marina Del Rey, 4335 Glencoe Avenue, Marina Del Rey
AMC Ontario Mills 30, 4549 Mills Circle, Ontario
UA 6 Riverside, 3660 Park Sierra Drive, Riverside
UA Tyler Cinema, 3485 Galleria & Tyler, Riverside
AMC Commercenter 6, 201 East Airport Drive, San Bernardino
AMC Main Place 6, 2800 North Main Street # 999, Santa Ana
AMC Victor Valley 10, 14470 Bear Valley Road, Victorville

San Diego Area:
AMC Wiegand Plaza 8, 220 North El Camino Real, Encinitas
UA 8 Escondido, 362 West Del Norte Parkway, Escondido
AMC La Jolla Village 12, 8657 Villa La Jolla Drive, La Jolla
AMC Mission Valley 20, 1640 Camino Del Rio North, San Diego
Movies @ Horton Plaza, 475 Horton Plaza, San Diego
AMC Fashion Valley 18, 7037 Friars Road, San Diego
AMC Santee Village 8, 9625 Mission Gorge Road, Santee

Mail to "Movie Tickets," FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790

Partnerships

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Christopher Cabaldon, vice chancellor of governmental relations and external affairs at the Chancellor's Office, explained that California's growing, diverse population is causing the California Community College system to adjust quickly to communities' rapidly-changing job needs.

"We're broadening the mission, working in different arenas that are unfamiliar to us," he said. "There will be frictions as we jump in the world of CalWorks and social services."

The state has dual interests in workforce training, Cabaldon said: the economy and individuals' potential: "It's a cradle-to-grave master plan."

Davis is focusing on K-12 by setting higher expectations and standards, while facing California's significant teacher shortage. Community college leaders expect him to focus on community colleges next year.

Partnership for Excellence was a partial answer to a basic problem, Cabaldon said: "We don't have enough money in our system."

But the CCC had found that while the Legislature was sympathetic to the underfunding problems, they were hearing the same message from all public programs. It simply wasn't a compelling reason.

"Prop 98 is important to us, but it's not meaningful outside our community," Cabaldon said. "We need something like [the class size reduction issue] to call attention to the community colleges."

Legislators are interested in accountability. Partnership for Excellence started as a simplistic "bounty" concept, he said. Districts would receive a certain amount of money for each additional transfer, each certificate completed, etc. The establishment of statewide goals instead of individual colleges was part of a political compromise, Cabaldon said. The goals are based on numbers rather than percentage so it can't be translated into college-specific goals. The relatively easy part was getting the initial $100 million.

"It did capture the imagination of the governor [Pete Wilson]," Cabaldon said. "He fell in love with it more than we did" and doubled the funding from $50 million to $100 million.

The program has not been without problems. There have been unofficial reports that some administrators have completely bypassed the shared governance process in determining how to spend the money, or used the money to backfill last year's deficits.

Linda Collins said the Academic Senate plans to compile all the reports on Partnership for Excellence spending that colleges are required to submit to the Chancellor's Office, (see *www.cccco.edu/cccco/gen/whatnew.htm* for the chancellor's compilation).

"We want to hear both success stories and problems," Collins said. "One problem the Academic Senate is concerned about is 'what if they hold us accountable for goals, but don't give us the money needed to reach the goals?' "

Davis has said Partnership for Excellence is his highest priority for additional money in the state budget.

"It's very critical faculty are involved in the next steps," Cabaldon said. "This is a real opportunity to engage in academic policymaking."

Here's How to Contact the FACCC Professional Staff in Sacramento

Phone: (916) 447-8555 Fax (916) 447-0726
faccc@aol.com

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Paul Simmons, membership director, *paulq6r9s@aol.com*
Lyndon Marie Thomson, field director, *LyndonMT@aol.com*

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Commercial

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If successful, though, such partnerships can mean gains for everyone. In this case, the city will gain property taxes from the developed land, the college creates more educational opportunities for students, and the community gains an invaluable resource and gathering place that promotes the region's diversity.

The college, about seven miles from the international border, plans to open the center in the summer of 2001. It will include features such as new programs for enhanced learning, international affairs, culinary arts, architecture and radio and television; a family and community regional history research center, a multi-cultural regional museum, a conference/workshop educational center, gardens, bookstore, coffee shop, film and video library, and a cinema house.

"We felt the cultural center would enhance our college and the community at large," said Alma Aguilar, a FACCC Governor and chair of Southwestern's Chicano-Latino Coalition.

Administrators were hesitant at first to allow faculty and student involvement on the project. But Aguilar stressed the importance of faculty involvement in such projects.

"Let's face it, to faculty statewide, this is entirely new...," she said. "We were never in competition, we simply wanted to provide innovation and creativity."

Maas gave a few tips for colleges interested in commercial development, including: (1) Never risk the college's assets, such as the general fund or land. Never sell the land. "There's a finite amount of stuff out there called dirt." (2) Make sure you have the right political environment with administrators, faculty and students. "You've got to respect where people are coming from." The successful projects involved everyone at the college. (3) Be realistic. The commercial development process in California takes about five years.

"The objective is to supplement and enhance educational programs of the college," Maas said. "Commercial development is not a neat and nifty project. It's a very specialized field."

C. Sam Marasco, CEO of Land Grant Development, which was a finalist in the Southwestern College project, discussed the three trends that affect development: the urbanization of California, government downsizing and privatization.

The public used to pay for things like stadiums and sports arenas. But in the 1980s, there was a wave of private sponsorships and public/private partnerships. Los Angeles' Fabulous Forum became the Great Western Forum, for example.

Although commercial development projects can be complex, Marasco echoed Maas' point about the rewards.

"The process itself is a great educational opportunity," Marasco said.

And such public/private partnerships can result in communities' improved understanding of its residents. Land Grant Development, for example, is building a beautifully designed pedestrian bridge between San Ysidro and Tijuana, Marasco said, to provide a dignified, friendly way to link the U.S. and Mexico.

"It's all about the next generation," Marasco said. "What are we going to leave?"

FACCC Advocacy Network

FACCC is updating and modernizing the FACCC Advocacy Network (FAN) – our grassroots system to influence state and congressional policy. We need to demonstrate to policymakers that FACCC comprises thousands of dedicated community college faculty members, ready to respond to legislative action alerts at a given moment.

Even if you have signed up before, please take a few minutes to complete the form you've received by mail.

If you're interested in joining FAN, request an application form by contacting FACCC Legislative Advocate David Hawkins at *advocatedh@aol.com* (with the subject "FAN") or (916) 447-8555. Let your voice be heard in Sacramento.

Politics

continued from page 9

Hawkins emphasized that faculty members should not buy into the concept that politics is far removed from their daily lives. They can change the perception of politics so that they're a part of it.

Cunneen said he favors term limits, but would support limits that allowed for longer terms.

"I probably would not be here in office had it not been for term limits," he said. "In the old political era, you had to wait 10 years [to gain a leadership position] instead of being thrust into a [committee] chairmanship right away."

"The men and women elected under term limits are in a hurry to get something done," Cunneen said.

Senator Jackie Speier (D-Hillsborough), a former assemblywoman who returned to the Capitol last fall, disagreed.

"It has created the most perverse incentives in the Legislature," she said, because legislators now hurry to stake out issues for bills without researching the issue, or finding out whether it's a concern for their constituents. Legislators are also more cautious around their colleagues, she said, because they don't want to anger anyone as they try to move up the political ladder into higher office.

...faculty members must build long-term relationships with their legislators to keep community colleges alive on the Legislature's radar.

She does, however, support the notion of limits that allow for longer terms of 12 years, instead of the current six years for the Assembly and eight years for the Senate.

"You can't develop depth and understanding of issues" if you don't have much time in office, Speier said.

Speier made a point of illustrating this issue later in the session when Hawkins mentioned that the California Community Colleges teach about 1.4 million students each year, while the combined student body of the University of California and California State University comprises only one-third that number.

"David, I did not know until you said it that the community colleges teach so many students," Speier said.

Hawkins also said that this is the first year that the state has spent more money on prison construction than on all of higher education. Speier said that before she left the Assembly, California had 31 prisons and were building two more. There wasn't a speech she gave, she said, that didn't mention the need to increase the quality of education.

"Neither Pete Wilson or Gray Davis has children," said Speier, who has one young daughter. She pointed out that Wilson spent seven years of his administration on crime, and the last year on education. "When either blasts the parents or teachers, it bothers me. I live it every day."

State leaders must do more to make teaching an attractive career, she said. The reality is that people face the decision of getting a teaching certificate and earning $27,000 a year, or becoming an administrative assistant at a computer game company and earning $40,000 a year.

"If you want good educators, you have to pay for them," Speier said, drawing a burst of applause.

Cunneen, the only Republican legislator carrying Davis' education initiatives, said he believes Davis has the potential to be a true consensus builder. One thing the state needs to concentrate on is providing a stable funding base for the community colleges.

Hawkins emphasized that faculty members must build long-term relationships with their legislators to keep community colleges alive on the Legislature's radar.

"The solution is each of us taking a sense of responsibility," he said. "We can't step back and expect people to make decisions on our behalf. We need to be willing to move beyond the fear" of talking with legislators.

FACCCTS *welcomes your comments on this story. See page 4 for details on writing a letter to the editor.*

FACCC Programs, Services & Offers

- **FACCC e-mail listserves for faculty** — FACCC created two listserves that are now maintained by Cerritos College, one for general FACCC and community college issues, the other for part-time faculty issues. To join, e-mail MAILSERV@CERRITOS.EDU with the message SUBSCRIBE CCC-FACCC-LIST (or SUBSCRIBE CCC-PARTTIME-LIST). Include nothing else in the message. To post a message, e-mail CCC-FACCC-LIST@CERRITOS.EDU (or CCC-PARTTIME-LIST@CERRITOS.EDU).

- **FACCC publications**

  FACCCTS, the quarterly journal, which features faculty-written contributions.
  InFACCC, the monthly newsletter that provides legislative news
  Off Track, the biannual part-time faculty newsletter
  FACCC Weekly E-mail Report, up-to-the-minute legislative news and alerts
  FACCC Sheets, one-page sheets on FACCC's legislative agenda, lobbying your legislators, part-time faculty, Prop 98, remediation, CCC facts. Available upon request.
  FACCC Web site: *www.faccc.org* — Provides ***Web-exclusive*** articles and essays, Question of the Month, legislative reports, publications excerpts, links to college and faculty-related sites. Also, see special offers from Daedelus and Educators Bed & Breakfast Network.

- **FACCC Book Service** — Order online through *www.faccc.org/books.htm*

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Contact FACCC at (916) 447-8555 or *faccc@aol.com*

Book Review

Will Reform Help Latino Students?

Latinos and Education: A Critical Reader
Edited by Antonia Darder, Rodolfo D. Torres, and Henry Gutíerrez. New York: Routledge, 1997. 488 pages.

Order this book online at *www.faccc.org/books.htm.* Type the title in the search box.

Reviewed by Robert S. Oventile
Pasadena City College

Anxieties about our educational system seem perennial, and they have intensified as of late. We hear calls for "accountability," but who gets to define what counts as accountability?

We should want to change our institutions of learning for the better, but which kinds of change will best serve students and the public good? *Latinos and Education: A Critical Reader* suggests that future educational reform benefiting Latino and Latina students will be the product of a civic life reinvigorated by common citizens' activism. The book gathers together 25 scholarly essays that provide a wealth of information, ideas, analyses and arguments concerning the past, present and possible future of our educational system's efforts to meet Latino students' needs.

Latinos and Education includes essays grouped under headings such as "The Politics of Language," "Cultural Democracy and Schooling," and "Latinos and Higher Education." The book's concern with the relationships between education and civic life finds expression in the section "Historical Views of Latinos and Schooling." It includes an essay discussing the League of United Latin American Citizens' groundbreaking struggles to improve the education available to Latinos. Additional essays expose the links between assimilationist citizenship theories and the racist attitudes that infected some of the schooling Latinos received during the inter-war period. Several essays of particular relevance to our post-Proposition 227 situation revisit the debates over bilingualism, biculturalism and education.

Confirming what is clear to most, *Latinos and Education* marshals data establishing the strong correlation between educational and economic success. It points out that Latinos will soon constitute the largest "minority" group in the United States. As we approach the next millennium, the interface between education and economics will have an increasing influence on our students, especially Latino students, for better or for worse. One of several articles investigating U. S. education's political economy, "Economic, Labor Force, and Social Implications of Latino Educational and Population Trends," documents the following dilemma. "Latinos have historically been the most undereducated major population group in the U.S. Data show that, compared to Blacks and Whites, Hispanics have the lowest levels of educational attainment, highest dropout rates, and highest illiteracy rates" (p. 53).

Yet, as of the year 2000, nearly 20 percent of the people entering the U.S. segment of the global work force for the first time will be Latinos (p. 46). *Latinos and Education* also tells us that the "percentage of Hispanic high school graduates entering college hit a peak in 1976; however, Hispanic enrollment rates have not equaled the 1976 high (over 36%) in any subsequent year" (p. 57). This situation keeps the number of Latinos living below the poverty level high and the number working in the professions low.

***Latinos and Education* says that, despite decades of struggle, educational reforms beneficial to Latinos have been slow to arrive.** Considering the tremendous impact on policy development an active Latino population could and increasingly does have nationally, the editors argue that reforms will come only with a shift of "the educational policy debate from the hands of elite policymakers to a critical process and practice of democratic participation" (p. xix).

The editors make the case that educational reform must be guided not primarily by the exigencies of the global market, but by an engaged, informed and active citizenry. If the educational apparatus must take its responsibilities regarding the preparation of students to work in the global economy, it must also take its responsibilities regarding the preparation of students to become participants in and re-inventors of our civic life and

Please see Latinos, next page

Latinos *continued from previous page*

culture. Critical thinking skills are necessary for responsible citizenship. One could phrase the book's implicit thesis as follows: educational institutions have a duty to respond to changes in the global economy, but their first duty is to be custodians of our society's future. While the notion that education should prepare students to be responsible citizens is nothing if not traditional (in the first state of the union address [1790], George Washington emphasized that the republic's future depends on a citizenry educated to understand and defend its rights and interests), the book's thesis suggests the global market is not a new god that orders events, dispenses damnation or salvation, and dictates policy, but an idol.

However, the book's emphasis on the influence civil society can and should have on the educational reform process might seem problematic to those extolling our postmodernity. After all, a vision of enlightened citizens uncompromisingly pursuing human equality and justice seems more appropriate, some postmodernists argue, to the America of 1776 or the France of 1789, not to mention the Paris of 1871, than to the world of micro-group politics they claim we inhabit. Isn't the Euro-American republican tradition exhausted, and shouldn't education dispel any remaining naiveté regarding "universal" modes of thinking and politics, be they republican or not? Two thought-provoking essays, "Living Borders/*Buscando América*: Languages of Latino Self-Formation," by Juan Flores and George Yúdice, and "Nomads and Migrants: Negotiating A Multicultural Postmodernism," by Rafael Pérez-Torres, address such questions by rethinking multiculturalism and postmodernism in terms of the impact borderland sensibilities will have on the public sphere of the next century.

Latinos and Education makes a valuable contribution to our understanding of past and future trends in education. It poses many important questions and challenges our complacency. The debates (re)opened by this work merit our attention. ◆

Robert S. Oventile teaches composition and literature at Pasadena City College.

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Here are a few sample titles. Readers can find thousands more titles online through FACCC's Web site at *http://www.faccc.org/books.htm*.

➤ **HD-12** ***Women of the Gold Rush: "The New Penelope" and Other Stories,*** by Frances Fuller Victor, edited with introduction by Ida Rae Egli of **Santa Rosa Junior College.** Victor (1826-1902) was a popular and highly-praised writer of the early West. Her five stories in this collection, like those of Mark Twain, are full of suspense, drama, humor, vivid characters, and sudden plot twists. "There has been, perhaps, no better chronicler and imaginer of the West than Frances Fuller Victor…Her research, insights, imagination and intelligence have conspired to create some of the most evocative and formative writing the West has produced." — Chet Orloff, executive director, Oregon Historical Society. 167 pages, paperback, Heyday Books. $12.50.
FACCC member price: $10.35

BH-1 ***River of Red Gold,*** by Naida West, former **American River College** instructor. See review in February 1999 *FACCCTS.* **Winner, 1997 Gold Award: Best Book, Sacramento Publishers' Association.** 624 pages, paperback. $18.00. **FACCC Member price: $15.00**

JB-15 ***The Invisible Faculty: Improving the Status of Part-Timers in Higher Education,*** by Judith M. Gappa and David W. Leslie. Provides a "stunning portrayal of the complexities of part-time faculty and their working conditions," according to one reviewer. The book also offers 43 specific recommendations to help colleges invest in the use of part-timers as valued human resources. $32.00. **FACCC Member Price: $27.00**

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Write Legislators on Faculty Hires, PT Equity

At press time, AB 420 and SB 921 were scheduled for committee hearings. Watch FACCC's other publications, including the Web site, for updates on these bills. FACCC urges faculty members to write letters to their legislators.

SB 921 (Vasconcellos-D) Full-Time Faculty Hires
As amended and carried jointly by FACCC and CCC/CFT with support from CCA/CTA to appropriate $40 million to fund an estimated 400 newly-created CCC full-time faculty positions in 1999-00, with the intent of creating 2,000 new positions over the next five years.

FACCC Position: SUPPORT (Co-Sponsor)

AB 420 (Wildman-D) Part-Time Faculty Equity
co-sponsored by FACCC and CCC/CFT with support from CCA/CTA to address the growing inequities of part-time faculty. AB 420 includes (1) "equal pay for equal work" as determined by district negotiations which would include compensation for class prep time, (2) seniority re-hire rights for part-time positions, (3) health care eligibility for part-time faculty teaching at least a 40 percent load, and (4) provide paid office hours.

FACCC Position: SUPPORT (Co-Sponsor)

Sample Letter for AB 420 (Wildman) Part-Time Faculty Employment Rights

Letters should be handwritten or typed, with your name and address clearly legible, along with your title, if any.
(Today's Date)

The Honorable (your legislator's name here)
California State Assembly
State Capitol
10th & L Streets
Sacramento, CA 95814

Dear (Assemblyman or Assemblywoman)(name here):

As a faculty member at (your college)*, I am seeking your support for AB 420, the part-time faculty Bill of Rights.*

Community colleges rely too heavily on part-time faculty. Districts take advantage of these workers by providing low wages, few or no benefits, little job security, and no compensation for meeting with students.

AB 420 will begin to address these inequities by providing "equal pay for equal work," recognition of seniority in rehiring, eligibility for health benefits, and compensation for student office hours.

Along with many faculty, I am concerned... (State your reasons for supporting this measure, giving a personal account of how AB 420 will affect you and/or your colleagues. Please do not threaten or intimidate.)

Please send me a copy of your voting record indicating your "AYE" vote on this important bill.

Sincerely,
(Your Signature, and Title, if any)
(Full Name and Address)
cc: David Hawkins, FACCC

Sample Letter for SB 921 (Vasconcellos) Full-Time Faculty Employment

(Today's Date)

The Honorable (your legislator's name here)
California State Senate
State Capitol
10th & L Streets
Sacramento, CA 95814

Dear Senator (name here)

As a faculty member at (your college)*, I am seeking your support for SB 921 to increase the number of full-time faculty at community colleges. Although California law clearly establishes a 75% goal for instruction by full-timers, this figure is currently at 61%.*

The community college system will be educating over two million students within the next five years. We need a developed cadre of new full-time instructors to serve these students and encourage graduates to enter the teaching profession.

Along with many faculty, I am concerned... (State your reasons for supporting this measure, giving a personal account of how SB 921 will affect you and/or your colleagues. Please do not threaten or intimidate.)

Please send me a copy of your voting record indicating your "AYE" vote for this important bill.

Sincerely,
(Your Signature and Title, if any)
(Full Name and Address)
cc: David Hawkins, FACCC

Write Legislators on STRS Improvements

FACCC is lobbying the following 1998-99 FACCC co-sponsored bills for improving faculty retirement.

SB 159 (Johnston-D) State Teachers' Retirement System Health Care Benefits
The vehicle to implement health benefits for STRS members and their beneficiaries contingent on a study to be completed by July 1999.
FACCC Position: Support (Co-Sponsor)

AB 821 (Public Employees Committee, Correa-D) STRS One Year Final Compensation
Would change the definition of "final compensation" for computing STRS benefits from the highest consecutive 36 months to the highest consecutive 12 months.
FACCC Postion: SUPPORT (Co-Sponsor)

SB 833 (Ortiz-D) STRS Benefits Grandfathering
Grandfathers STRS faculty who received their first retirement check after January 1, 1998 to be eligible for the new 1999 STRS benefits. Also allows pre-1998 retirees to return to teaching for a total of one year and apply the 0.2 percent "career bonus" increase to their total service credit if they have taught for at least 30 years.
FACCC Position: SUPPORT (Co-Sponsor)

FACCC urges faculty members to write to their legislators asking them to support these bills.

FACCC urges faculty members to write to their legislators asking them to support these bills.

Be sure to personalize your letter with a brief anecdote illustrating why the issue is important to you. Legislative staff will discard letters that appear to be form letters. And don't forget to sign the letter with your complete name and address so your legislator can reply.

FACCC recommends letters rather than e-mail messages. E-mail has generally a very limited influence on state and federal policymakers, whereas a letter is viewed as representing hundreds — and in some cases, thousands — of constituents. If you must use e-mail, simply print out your message with a corresponding address, sign it and mail it to your representatives.

Sample Letter and Mailing Address

Assemblymember (or Senator) ____________
State Capitol
10th & L Streets
Sacramento, CA 95814

Dear (Assemblymember or Senator) ___________:

As a faculty member at (state your campus), I am seeking your support for (list the specific legislative bill and briefly describe).

Along with many faculty, I am concerned...(State your reasons for supporting the issue, giving a personal account of how the legislation will affect you and/or your campus and colleagues. Please do not threaten or intimidate, but simply state your reasons for supporting this measure).
Please send me a copy of your voting record indicating you "AYE" vote for this important bill

Sincerely,
Your Signature and Title (if any)
Full Name and Address (Be certain to write legibly, so your legislator will respond)

cc: David Hawkins, FACCC

See *www.faccc.org/advocacy.htm* for a list of legislators and corresponding community college districts.

FACCCTS *relies on reader contributions for The Good Life column. Please contact Katherine Martinez for writers' guidelines at* k7martinez@aol.com *or (916) 447-8555.*

Cooperation

FACCCTOTUM

Never give up and never face the facts.
— Ruth Gordon

You don't just luck into things as much as you'd like to think you do. You build step by step, whether it's friendships or opportunities.
— Barbara Bush

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.
— Dr. Seuss, *The Lorax*

It's a common delusion that you can make things better by talking about them.
— Dame Rose Macauley

I am treating you as my friend asking you share my present minuses in the hope I can ask you to share my future pluses.
— Katherine Mansfield

Even if you are on the right track, you'll get run over if you just sit there.
— Will Rogers

I would rather be a coward than brave because people hurt you when you are brave.
— E.M. Forster as a child

You can't build a reputation on what you intend to do.
— Liz Smith

A committee is a cul-de-sac down which ideas are lured then quietly strangled.
— Sir Barnett Cocks

Words are, of course, the most powerful drug used by mankind.
— Rudyard Kipling

Bore, n.: A person who talks when you wish him to listen.
— Ambrose Bierce, *The Devil's Dictionary*

A hundred years from now? All new people.
— Anne Lamott

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